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INTERNATIONAL YOUNG MEN'S CHRISTIAN ASSOCIATION COLLEGE

SPRINGFIELD, MASSACHUSETTS

THIRTY-FOURTH CATALOG

1920-1921

WITH DIRECTORY OF STUDENTS FOR 1918-1919
AND 1919-1920

Index

Admission 106
Advertisements 141
Calendar 3
College Graduates 18
Corporators 7
Courses of Study:
  Boys Work 31, 66
  County Work 29, 59
  General 36
  Industrial 32, 68
  Physical Education 33, 70
  Preparatory 103
  Secretarial 28, 44
Summer School 105
Curriculum of Activities 35
Degrees and Diplomas 17, 58, 106
Eligibility 109
Equipment 19
Expenses 108
Faculty 8
Graduate Work 43
Libraries, Use of 43
Mass. Agricultural College 63
Normal Practice:
  Boys Work 67
  County Work 64
  Physical Education 86
  Religious Education 40
  Secretarial 56
Object and History 13
Officers and Committees 4
Seminars 54, 84
Self-Support 112
Student Organizations 112
Students 118
Subjects of Study:
  Anatomy 74
  Anthropology 50
  Anthropometry 78
  Association Administration 44
  Association Bookkeeping 54
  Association History 39
  Bible 36
  Biology 41
  Business Administration 52
  Camp Craft 54
  Chemistry 75
  Contemporary Civilization 51
  County Work History and Methods 60
  Economics 49
  English 42
  English Literature 47, 75
  Field Science 41
  First Aid 83
  Histology 74
  History of Christianity 39
  History of Physical Training 82
  History and Philosophy of Religion 39
  Hygiene 77
  Massage 83
  Mathematics and Physics 75
  Medical Gymnastics 80
  Music 43
  Personal Ethics 38
  Philosophy and Ethics 47
  Physical Diagnosis 79
  Physical Education Administration 80
  Physical Education Practice:
    Boys Work 67
    County Work 64
    Physical Education 85
    Secretarial 57
  Physiology, Hygiene, First Aid 76, 46
  Play and Playgrounds 81
  Principles and Methods of Work with Boys 66, 46
  Problems of a Twentieth Century City 48
  Psychology 42
  Religious Education 16, 27, 37
  Rural Economics 61
  Rural Sociology 62
  Social Psychology 50
  Sociology 50
  World Classics by Translation 51
Trustees 6
Uniforms 111

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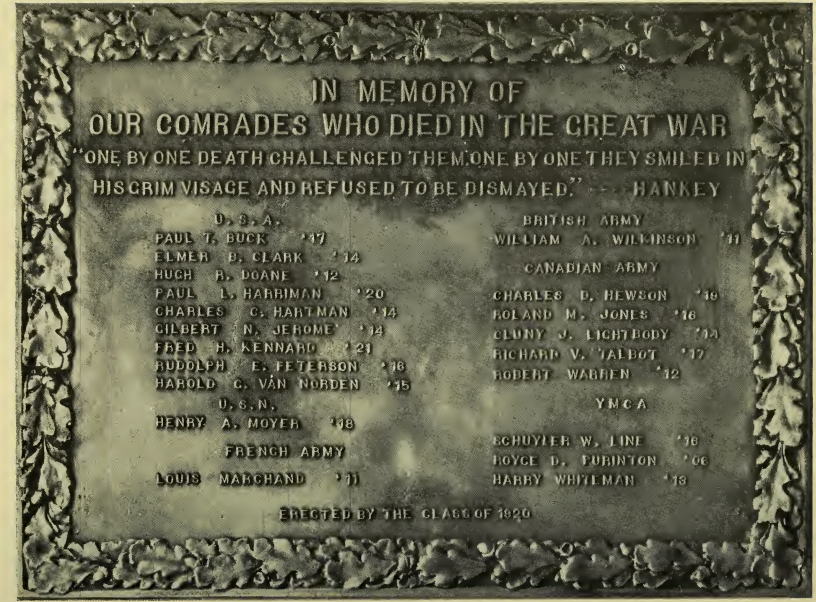
IN MEMORY OF
OUR COMRADES WHO DIED IN THE GREAT WAR
"ONE BY ONE DEATH CHALLENGED THEM ONE BY ONE THEY SMILED IN
HIS GRIM VISAGE AND REFUSED TO BE DISMAYED." --- HANKEY
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HUGH R. DOANE '12
PAUL L. HARBIMAN '20
CHARLES C. HARTMAN '14
GILBERT N. JEROME '14
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SCHUYLER W. LINE '16
ROYCE D. PURINTON '06
HARRY WHITEMAN '18
ERECTED BY THE CLASS OF 1920

Thirty-Fourth Annual Catalog

OF THE

International Young Men's Christian Association College

Springfield, Massachusetts

FOUNDED IN 1885

1920-1921

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Calendar

Annual meeting of the Corporation on the second Friday in June.

Three meetings of the Trustees are held annually—in September, in April and in connection with the Corporation meeting in June.

College financial year, September 1 to August 31.

1920

September 15—Wednesday . . . . Beginning of Fall Term.
December 17—Friday . . . . . End of Fall Term.

1921

January 4—Tuesday . . . . . Beginning of Winter Term.
March 21-25 . . . . . Senior Trip.
March 21-25 . . . . . Junior Trip.
March 25—Friday . . . . . Close of Winter Term.
April 5—Tuesday . . . . . Beginning of Spring Term.
June 9-10 . . . . . Commencement.
September 13—Tuesday . . . . . Beginning of Fall Term.
December 16—Friday . . . . . End of Fall Term.

There will be no school sessions on legal holidays.

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1920-1921

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LAURENCE L. DOGGETT, PH. D., M. H., D. D., President; *History and Literature of the Young Men's Christian Association,* . 250 Alden Street.

A. B., Oberlin College, 1886; assistant state secretary Ohio Young Men's Christian Associations, 1888; student Union Seminary, 1889; B. D., Oberlin Theological Seminary, 1890; A. M., Oberlin College, 1890; general secretary town Young Men's Christian Association, Oberlin, 1890; assistant state secretary Ohio, 1890-93; Ph. D., Leipsic University, 1895; state secretary Ohio Young Men's Christian Associations, 1895-96; president International Young Men's Christian Association College, 1896—; author "History of the Young Men's Christian Association," Vol. I., 1896; "History of the Boston Young Men's Christian Association," 1901; "Life of Robert R. McBurney," 1902; principal Silver Bay Institute, 1903-12; D. D., Oberlin College, 1911; editor *The Association Seminar,* 1912-18; M. H., International Young Men's Christian Association College, 1917.

JACOB T. BOWNE, M. H.; *Librarian and Instructor in Library Methods,* 121 Northampton Avenue.

In business, 1863-77; secretary Young Men's Christian Association, Hudson, N. Y., 1877-78; assistant secretary Brooklyn, 1878-80; secretary Newburgh, N. Y., 1880-83; in charge of Secretarial Bureau of International Committee, New York City, 1883-85; professor and librarian International Young Men's Christian Association College, 1885—; M. H., 1906; founder Historical Library of the American Young Men's Christian Associations, 1877; founder of the Secretaries' Insurance Alliance, 1880; joint editor of "Association Handbook," 1887-92; author "Decimal Classification for Association Publications," 1891; joint author "Decimal Classification for Physical Training," 1901; compiler "Classified Bibliography of Boy Life and Organized Work With Boys," 1906.

FRANK N. SEERLEY, B. PH., M. D., M. H., Dean; *Hygiene and Psychology,* 180 Westford Avenue.

General secretary Young Men's Christian Association, Iowa City, Iowa, 1883-85; general secretary Davenport, Iowa, 1886-87; general secretary Oshkosh, Wis., 1888-89; student International Young Men's Christian Association College, 1889-90; professor, 1890—; M. D., State University, Vermont, 1891; B. Ph., State University, Iowa, 1896; student Clark University Summer School three years; member Springfield Board of Education, 1896-1912; student in psychology at University of Paris and physical director Paris Young Men's Christian Association, 1903-04; M. H., International Young Men's Christian Association College, 1907; Dean, 1907—; Lecturer in colleges under college department, International Committee, 1912—; Y. M. C. A. war work, 1917-19.

HANFORD M. BURR, B. A., B. D., M. H.; *Christian History, Economics and Philosophy,* . . . . . 54 Alden Street.

B. A., Amherst College, 1885; B. D., Hartford Theological Seminary, 1888; assistant pastor First Church, Lowell, Mass., 1889; pastor Park Church, Springfield, Mass., 1890-92; professor International Young Men's Christian Association College, 1892—; M. H., 1911; postgraduate work in sociology, economics and psychology at Columbia University, 1897; author "Studies in Adolescent Boyhood," 1907; "Donald McRea," 1911; "Around the Fire," 1912; "Tales of Telal," 1914; "The Inner Office," 1916.

JAMES H. MCCURDY, A. M., M. D., M. P. E.; *Director of Physical Course,* 93 Westford Avenue.

Assistant secretary Bangor, Me., 1887; physical director Auburn, Me., 1888; student International Young Men's Christian Association College, 1889-90; athletic and aquatic director New York City Association, 1891-94; M. D., New York University, 1893; physical and medical director Twenty-third Street Branch Associa-

tion, New York City, 1893-95; professor International Young Men's Christian Association College, 1895—; M. P. E., 1907; graduate student in physiology of exercise Harvard Medical School, 1896 and 1900; lecturer on physiology of exercise Harvard Summer School, 1903-11; joint author "Decimal Classification for Physical Training," 1901; member of the Academy of Physical Education, of the Physical Directors' Society of the Young Men's Christian Associations of North America, of the College Directors' Society, of the Society for the Study of Athletics, of the permanent committee on International School Hygiene, and of the National commission on the reorganization of secondary education; delegate to the National Collegiate Athletic Association; special collaborator for the United States Bureau of Education; president American Athletic Federation; author "Bibliography of Physical Training," 1905; editor *American Physical Education Review*, 1906—; honorary graduate Sargent Normal School, 1907; graduate student Clark University, 1908-09; A. M., Clark University, 1909; director Division Health, Hygiene and Athletics, War Work Council Y. M. C. A., France, 1917-18.

WILLIAM G. BALLANTINE, D. D., LL. D.; *The Bible,* 179 Long Hill Street.

A. B., Marietta College, 1868; A. M., 1874; graduate Union Theological Seminary, New York, 1872; student University of Leipsic, 1872-73; D. D., Marietta College, 1885; LL. D., Western Reserve University, 1891; assistant engineer American Palestine Exploring Expedition, 1873; professor of chemistry and natural science, Ripon College, 1874-76; assistant professor of Greek, Indiana University, 1876-78; professor of Greek and Hebrew, Oberlin Theological Seminary, 1878-81; professor of Old Testament language and literature, 1881-91; president Oberlin College, 1891-96; professor International Young Men's Christian Association College, 1897—; author of "Inductive Logic"; student University of Berlin, 1907-08.

JOHN F. SIMONS, B. H.; *Registrar,* . . . . . 94 Massachusetts Avenue.

Business, 1890-96; general secretary Young Men's Christian Association, Philmont, N. Y., 1896-97; graduate International Young Men's Christian Association College, 1900; postgraduate course, 1901; assistant librarian, 1898-1910; B. H., 1910; registrar, 1910—.

ELMER BERRY, B. S., M. P. E.; *Associate Director of Physical Course, Physiology, Gymnastics and Athletics,* . . . 79 Albemarle Street.

B. S., University of Nebraska, 1901; student assistant physical department University of Nebraska, 1899-1901; second lieutenant Nebraska University Cadets, 1901; graduate International Young Men's Christian Association College, 1902; fellow, 1903; assistant professor, 1903-04; professor, 1904—; M. P. E., 1908; editor "A Manual of Marching"; instructor physiology of exercise and gymnastics, Silver Bay Summer Institute, 1906—; special student Harvard Medical School, summers 1907-08; student University of Berlin, 1912-13; author "Baseball Notes for Coaches and Players"; joint editor "Physical Effects of Smoking."

RALPH L. CHENEY, B. S., M. H.; *Director of Secretarial Course, Association Methods, Sociology,* . . . . . 144 Massachusetts Avenue.

B. S., Oberlin College, 1898; in business, 1898-99; graduate International Young Men's Christian Association College, 1901; assistant secretary Albany, N. Y., Association, 1901-03; general secretary Niagara Falls, N. Y., 1903-07; B. H., International Young Men's Christian Association College, 1907; M. H., 1916; professor, 1907—; instructor Association Methods and Municipal Sociology, Silver Bay Summer Institute, 1908—; Graduate work in Sociology and Economics, Columbia University Summer School, 1914; camp general secretary, Camp Upton, 1918; secretary Personnel Bureau overseas, War Work Council, 1919.

FREDERICK S. HYDE, B. A., B. D.; *General History, English, Music,* 4 Gerrish Court.

Graduate Amherst College, 1888; teacher in Syrian Protestant College, Beirut, Syria, 1888-92; graduate Union Theological Seminary, N. Y., 1894; pastor Congregational Church, Groton, Conn., 1894-1907; professor International Young Men's Christian Association College, 1907—; editor "Springfield College Songs."

GEORGE B. AFFLECK, B. A., A. M., M. P. E.; *Hygiene, Anthropometry, History, Aquatics,* . . . . . 2 Gunn Square.

Graduate Manitoba Provincial Normal School, 1895; B. A., University of Manitoba, 1897; assistant secretary Young Men's Christian Association, Winnipeg, 1898-99; physical director State Teachers College, Cedar Falls, Iowa, 1901-07; graduate International Young Men's Christian Association College, 1901; B. P. E., 1907; M. P. E., 1912; professor, 1908—; physical director Central Department Young Men's Christian Association, Chicago, Ill., 1907-08; associate editor *The Association Seminar,* 1912-18; A. M., Clark University, 1920.

AUSTIN G. JOHNSON, B. Di., M. P. E.; *Mathematics, Physics,* 208 Albemarle Street.

B. Di., Iowa State Teachers College, Cedar Falls, Iowa, 1905; principal high school, Zearing, Iowa, 1905-06; B. P. E., International Young Men's Christian Association College, 1908; professor, 1909; M. P. E., 1918; playground supervisor, Louisville, Ky., summers 1909 and 1910.

WALTER J. CAMPBELL, M. A.; *Director of County Work Course; County Work Methods, Rural Economics and Rural Sociology,* 68 Dunmoreland Avenue.

B. A., Princeton University, 1899; Princeton Theological Seminary, 1899-1902; M. A., Princeton University, 1902; director of playgrounds, New York City, summers 1900 and 1901; pastor Presbyterian Church, Suffern, N. Y., 1902-06; associate State County Work secretary for New York, 1906-11; State County Work secretary for Pennsylvania, 1911-14; director of County Work course, International Young Men's Christian Association College, 1914—; member of faculty, Silver Bay County Work Institute, 1906—; leader in "Challenge of the Country" at Eagles Mere and Northfield Student Conferences, 1912—; member of commission on Church and Country Life of Federal Council of Churches of Christ in America, 1914—; chairman of committee on Leadership Training of American Country Life Association, 1918—; Rural Extension Division of League to Enforce Peace, 1919—; member committee on "Standardization of Research in Rural Sociology" of "American Sociological Society," 1916—.

MISS GEORGINA E. CARR, B. A.; *Assistant Librarian,* 5 Northampton Avenue.

Boston University, 1905; New York State Library School, 1906; Worcester Public Library, 1906-07; Union College Library, 1907; Troy Public Library, 1908-11; International Young Men's Christian Association College, 1912—.

STACY B. BETZLER, B. P. E.; *Medical Gymnastics,* . . 51 Westford Avenue.

Instructor physical education Newark Academy, 1892-94; business, 1894-97; instructor physical education Providence, R. I., Athletic Association, 1897-98; student University of Virginia Medical School, 1898-99; instructor physical education Peekskill Military Academy, 1899-1900; Stroudsburg Normal School, 1900-01; Young Men's Christian Association, Cortland, N. Y., 1901-02; Young Men's Christian Association, Madison, N. J., 1904-12; two years' training in medical gymnastic department Vanderbilt clinic, Columbia University; ten years' experience as specialist in medical gymnastics; B. P. E., International Young Men's Christian Association College, 1916; professor, 1916—.

ARTHUR RUDMAN; *Personal Ethics, Religious Normal Work,* Silver Street, Agawam, Mass.

Secretary Army Young Men's Christian Association, Spanish American War, 1899-01; assistant secretary Young Men's Christian Association, Fall River, Mass., 1901-04; secretary Army Young Men's Christian Association, Philippine Islands, 1904-07; the Presidio, San Francisco, Cal., 1908-11; secretary county Young Men's Christian Association, Franklin County, Mass., 1911-13; pastor First Congregational Church, Greenfield, Mass., 1913-16; secretary Army Young Men's Christian Association, Mexican Border, 1916-17; secretary War Work Council, France, December, 1917-April, 1918; professor International Young Men's Christian Association College, 1917—; director army work secretaries course, 1917-18.

STANLEY C. BALL, PH. B., PH. D.; *Biology,* . . . . 151 Sumner Avenue.

Ph. B., Sheffield Scientific School, Yale University, 1911; Ph. D., Graduate School, Yale University, 1915; assistant curator zoölogy, Peabody Museum, Yale University, 1914-15; draftsman, Marine Biological Laboratory of Carnegie Institution, Tortugas Islands, Fla., 1913-14; research staff, 1917; instructor zoölogy, Massachusetts Agricultural College, 1916-17; professor International Young Men's Christian Association College, 1918—.

GEORGE E. DAWSON, A. B., PH. D.; *Experimental Psychology, Anthropology,* Rogers Avenue, West Springfield.

A. B., University of Michigan, 1887; student University of Leipzig, 1888-89; Fellow psychology Clark University, 1895-97 and Ph. D., 1897; professor of English and classical languages, Carleton Institute, Farmington, Mo., 1887-88; principal Oil City, Pa., high school, 1889-91; professor English and literature, State Agricultural and Mechanical College of South Dakota, 1891-93; instructor English, University of Michigan, 1893-95; professor psychology, Bible Normal College, Springfield, Mass., 1897-1901; head department English and History, Pratt Institute, Brooklyn, N. Y., 1901-02; professor psychology, School of Religious Pedagogy, Hartford, Conn., 1902-1919; professor of education, Mount Holyoke College, 1903-08; director psychological laboratory, Henry Barnard public school, Hartford, Conn., 1908-16; clinical psychologist, Springfield, Mass., public schools, 1913—; lecturer psychology, University of Chicago, summers 1899 and 1911; lecturer history of education and educational psychology, New York University, 1905-06; professor experimental psychology and anthropology, International Young Men's Christian Association College, 1919—.

WILFORD C. MCCARTY; *Director Boys Work Course,* 64 Dunmoreland Street.

Assistant secretary Young Men's Christian Association, Pittsburgh, Pa., 1905-06; financial, social, assistant secretary, Chattanooga, Tenn., 1907-10; general secretary, Hampton, Va., 1910-13; district secretary Virginia state committee, 1913-16; state boys secretary, Virginia, 1916-18; transport secretary War Work Council, 1918-19; professor International Young Men's Christian Association College, 1919—.

LEWIS E. HAWKINS, B. H.; *Secretary,* . . . . 115 Albemarle Street.

Assistant secretary Young Men's Christian Association, Cambridge, Mass., 1898-99; general secretary, New Rochelle, N. Y., 1899-03; Orange, N. J., 1903-06; state secretary, New Jersey, 1906-10; general secretary, Providence, R. I., 1910-17; Young Men's Christian Association war work, United States, Mexico and France, 1917-19; graduate International Young Men's Christian Association College, 1898; B. H., 1907; secretary, 1919—.

PAUL OTTO, B. P. E.; *Gymnastics, Athletics, Normal Work,* 2 Gerrish Court.

Instructor physical education, Mount Hermon preparatory school, 1912-15; director physical education, Boys' Club, Springfield, Mass., 1915-18; officer F. A., U. S. A., 1918; B. P. E., International Young Men's Christian Association College, 1918; professor, 1919—.

WARREN C. WADE, B. S., B. P. E.; *Chemistry, Physical Practice,* 101 Northampton Avenue.

Spencerian Business College, Milwaukee. Wis., 1904-05; Beloit College, Wis., 1906-07 and 1908-11; B. S., 1911; instructor chemistry, physics and athletics, high school, 1911-15; U. S. Army, Infantry, 1917-19, first lieutenant, 1918; B. P. E., International Young Men's Christian Association College, 1917; professor, 1919—.

LESLIE J. JUDD, B. P. E.; *Gymnastics and Athletics, Varsity Gymnastic Team Coach,* . . . . . 61 Dunmoreland Street.

Business, 1905-10; championship gymnastic teams, National Eistedfod, Ballarat, Australia, 1906-07; physical director Young Men's Christian Association, St. Patrick's and Church of England Colleges, Ballarat, 1910-11; Perth Association, Western Australia, 1911-13; Bedford Branch, Brooklyn, N. Y., 1913-15; honorary captain with Australian Imperial Forces in France, 1917-19; graduate Silver Bay Summer School, 1915, member faculty, 1920; member faculty Summer School International Young Men's Christian Association College, 1920; B. P. E., International Young Men's Christian Association College, 1920; professor, 1920—.

JOHN D. BROCK, B. P. E.; *Physical Normal Work, Gymnastics and Athletics,* . . . . . 142 Massachusetts Avenue.

Physical director boys' camps, 1909-10; physical director Young Men's Christian Association, Bridgeport, Conn., 1910-17; instructor gymnastics Silver Bay, 1917; Y. M. C. A. camp physical director, Camp Jackson, 1917; director physical training and recreation, First Corps School, France—appointment by French Minister of War to Centre Regional Physique à Lyon, 1918; city physical director Young Men's Christian Association, Bridgeport, 1919-20; B. P. E., International Young Men's Christian Association College, 1910; professor, 1920—.

PHILIP S. MOXOM, A. B., A. M., D. D.; *New Testament,* 92 High Street.

A. B., University of Rochester, 1879; A. M., 1882; student Rochester Theological Seminary, 1875-78; D. D., Brown University, 1892; pastor First Baptist Church, Cleveland, Ohio, 1879-85; First Baptist Church, Boston, Mass., 1885-93; South Congregational Church, Springfield, Mass., 1894-17; pastor emeritus, 1917—; University preacher Harvard, Yale, Cornell, Vassar, Wellesley, Amherst, Williams, Dartmouth, Bowdoin, Chicago, etc.; Lowell lecturer, 1895; author "The Church in the First Three Centuries"; "Browning and Turgenief."

MRS. CAROLYN D. DOGGETT, M. A.; *English Literature,* 250 Alden Street.

A. B., Oberlin College, 1890; M. A., Wellesley College, 1893; Leipsic University, graduate work in English, 1894-95; instructor in Greek and general history, Pike Seminary, Pike, N. Y., 1885-88; principal Women's Department and professor English literature and English history, Washburn College, Topeka, Kan., 1893-94; instructor English literature, International Young Men's Christian Association College, 1898—; instructor MacDuffie School, 1906-09.

MRS. MARGARET M. OTTO, B. A.; *English,* . . . . . 2 Gerrish Court.

B. A., Bucknell University, Lewisburg, Pa., 1918; teacher English and history, High School for Girls, Reading Pa., 1918-19; instructor English, International Young Men's Christian Association College, 1919—.

MISS I. A. RICHARDSON, ... 181 Massachusetts Avenue.

Association Bookkeeping
Bookkeeping

IRVIN D. CUSTER; *Preparatory Physics,* . . . . 47 Shillingford Street.
ROBERT J. CONKLIN; *Preparatory English,* . . . . 47 Shillingford Street.
ARTHUR R. CRAWFORD; *Mathematics,* . . . . . Alden Street.

Supervisors of Religious Education

G. H. Aylsworth
R. H. Begg
J. E. Bullock
C. E. Fitch
Judson Ford
C. V. Herron
H. J. Hoyer
L. C. Husbands
D. G. Magee
K. G. Montague
H. A. Mountain
A. T. Noren
R. W. Parker
A. S. Peabody
R. W. Peters
L. L. Watson, Jr.

Object

The International Young Men's Christian Association College is the oldest professional school for training officers for service in the Young Men's Christian Association. Its primary object is to train officers for the Association. It was created and has been carried on by representatives of this organization. Only students with the ideals of the Association who desire to devote their lives to service among boys and young men are admitted. It has been found that Christian young men who have the qualifications for success in the Young Men's Christian Association are also in demand for service in other organizations of a similar character. Christian young men desiring to fit for similar service under other auspices are also admitted.

The courses of study are as follows:

I. General Course

The general course fits all students for leadership in religious and social work. It aims to give the highest intellectual culture and a religious education in harmony with the results of modern science and biblical scholarship. This course embraces studies which underlie the work of an Association officer. Based upon the general course, which is taken by all students, are the technical courses which give a training for the particular department of service which the student expects to enter after graduation.

II. Technical Courses

1. *Secretarial Administration.* This course prepares men for the various forms of secretarial administration. It trains men to become heads of departments and general secretaries. The four years' course enables the College to give extended instruction in business administration. This course is also adapted to prepare men for institutional work in churches, social settlements and kindred organizations. Religious work directors for Young Men's Christian Associations or churches will find this course of great value.

2. *Physical Education.* This course prepares Christian young men for work in physical education as physical directors in the

Young Men's Christian Association, in schools and colleges and in similar institutions. In recent years many openings have come for physical directors in connection with the playground movement. Advanced work in medical gymnastics is one of the features of this course.

3. *County Work.* The object of this course is to prepare students for leadership in religious, social and physical work among boys and young men in the country as county work secretaries or physical directors. This course covers four years, three years being taken at Springfield and one year at the Massachusetts Agricultural College at Amherst.

4. *Boys Work.* The object of this course is to train men for leadership in work among boys. When the College was founded in 1885 there were 400 employed officers in the Young Men's Christian Association. There are now 700 secretaries giving their entire time to work among boys and a large number of men occupying similar positions in boys' clubs, social settlements and kindred organizations.

5. *Industrial Course.* The object of this course is to train leaders for religious, social and recreative work among men in industry. This course gives special attention to the study of economic and social problems and of the methods of Christian service among men in industrial pursuits.

Historical Sketch

The rapid extension of the Association movement between 1870 and 1885, the erection of large buildings and the marked increase in the size of individual Associations created a demand for trained men as officers. Later has come the widening of the field for social, religious and physical education.

It was in response to such appeals that this institution was founded by Rev. David Allen Reed, in Springfield, Mass., in 1885, under the name of the School for Christian Workers. Mr. Jacob T. Bowne, one of the secretaries of the International Committee, was called to take charge of the department for training Association officers. This was the pioneer attempt to train secretaries for the Young Men's Christian Association in a professional school, all previous efforts having been made either

in summer schools or training centers. Many of the leaders in the secretaryship throughout the world are graduates of the Springfield College. In 1886 the department for physical training was established under the direction of Dr. Luther Halsey Gulick. This course has prepared a large proportion of the physical directors now in Association work and many of the leaders in other forms of physical education. In 1890, as a result of a demand from the Associations, the Association department was separately incorporated as the International Young Men's Christian Association Training School. The following year a desirable property, consisting of thirty acres of land bordering on Massasoit Lake, was purchased. After determined effort, under the leadership of Mr. Oliver C. Morse, corresponding secretary of the Training School, funds were secured for a model gymnasium building, which was completed in 1894. An athletic field was equipped for sports the same year. The pressing need of a dormitory and recitation hall was met by the erection in 1896 of the present attractive headquarters of the institution. In the spring of 1901, through the efforts of the students, the Washington Gladden boathouse was erected. In the summer of 1904, through the generosity of Mrs. Eleanor S. Woods of Springfield, a most attractive social building, containing a dining hall, parlor and additional dormitory facilities, was erected and equipped at a cost of $20,000. Gerrish Grove, consisting of twenty-five acres of land, was added to the campus in 1906.

In view of the increase in the number of students and as a fitting recognition of the twenty-fifth anniversary, which occurred in 1910, an effort was undertaken by the trustees to greatly extend the equipment of the College and thus enable it to do an enlarged and more specialized work. This plan involved a new library building, an additional gymnasium, a new athletic field, a heating plant, a dormitory and a large addition to the endowment. Marked progress has been made in carrying out these plans for a larger work. Through the generosity of Mr. Herbert L. Pratt, the new athletic field was completed in the fall of 1910. The new gymnasium and the remodeling of the old gymnasium have provided an excellent equipment for the physical department. The heating and lighting plant adds much to the comfort and efficiency of the work of the College. Mr. Herbert

L. Pratt has further contributed to the cause of physical education by providing the McCurdy natatorium, which was opened for use in May, 1913, at a cost of $25,000. In October, 1913, the new library building was dedicated by Honorable William Howard Taft. This is a fireproof building of the most modern appointments, erected at a cost of $80,000. In the spring of 1917, at a cost of $16,000, eleven acres adjoining Pratt Field were added to the College campus. In the fall of 1918 Woods Hall, at an expense of $40,000, was transformed into a modern student Association building, furnishing an admirable center for student life and the work of the student Association. These grounds and buildings, with the advantages of Massasoit Lake, make an ideal equipment, while the proximity of 300,000 people within ten miles of the College campus affords admirable opportunity for leadership in altruistic endeavor.

With this external development there has been an even more important internal educational evolution. This has resulted in a carefully shaped curriculum of study, covering four years for high school students and a graduate department for college graduates. Another result has been the gathering of a competent faculty of specialists.

Since its inception, this College has stood for the study of humanics. Following the ideals of the Young Men's Christian Association, it has studied the nature of man from three aspects—body, mind and spirit. This conception furnishes a philosophy for the curriculum and is a guiding principle which gives unity and symmetry to the work. Religious instruction is based upon a study of biology, psychology and sociology.

The College has stood for a high type of manliness in athletics. It has been an earnest advocate of clean sport and gentlemanliness on the athletic field and on the gymnasium floor.

Religious Education and Social Service

The International Young Men's Christian Association College has arisen in response to present-day needs. It has grown out of the changed conditions in city and rural life and the new conception of Christian work.

1. *Religious Education.* A religious education based on the

study of human needs and the religious heritage of the race, in touch with modern thought and adapted to the conditions of the present day, is one of the important opportunities afforded by the College at Springfield. A religious education must have at least three elements—a study of the Bible, a study of the development of Christian thought and history, and of the social, economic, moral and religious needs of our time. These courses are fundamental to all institutional workers whether in the secretaryship or the physical directorship, in social settlements or in boys' clubs. Just as the Young Men's Christian Association has placed its welfare and institutional work on a religious basis, so the College relates its technical and social courses to religious education.

2. *Social Service.* The College aims to fit all of its students for social service as a natural result of a religious education. The industrial environment of today demands Christian men who understand the civilization in which they live and the needs of men around them. Through courses in economics, sociology, municipal sociology, community and personal hygiene, ethics and methods of work among young men and boys, the College offers most attractive courses of study.

These courses in social service and religious education are fundamental to the various phases of work for the religious and social betterment of men and boys as carried on at the present day.

Degrees and Diplomas

The College possesses a charter from the Massachusetts Legislature giving the right to grant degrees.

The degree prescribed for the secretarial course, the county work course, the boys work course and the industrial course is Bachelor of Humanics (B.H.). This is in recognition of the student's having completed a thorough study of man—spiritually, intellectually, socially and physically.

The degree prescribed for the physical course is Bachelor of Physical Education (B.P.E.), in recognition of the student's having completed a thorough course in physical education.

For graduate work are given the degrees of Master of Humanics (M.H.) and Master of Physical Education (M.P.E.).

By vote of the trustees in April, 1915, it was provided that

students entering with the college year, beginning September, 1916, will be expected to cover four years' work for a bachelor's degree.

Students who take the three years' course will be granted a diploma and will have the standing of alumni of the College.

Recognition by a number of institutions of higher learning is given to graduates of the College who desire to do graduate work. Arrangements have been made with Teachers College of New York City by which students from Springfield with a bachelor's degree from this institution will receive senior standing in the undergraduate department. Such students at the end of one year's residence will be recommended to Columbia University for a B.S. degree and at the end of two years' residence for an M.A. degree.

College Graduates

The course for college graduates covers two years. Credit will be given for satisfactory work done in other institutions.

The impression has prevailed among some that a college education without professional training is adequate for success in the general secretaryship or the physical directorship. This is not justified by experience.

The value of professional training for Association leaders has been clearly expressed by the Employed Officers of the North American Associations as follows:

"It is evident that, so far as length of service is concerned, the men recruited through the Training Schools have a distinct advantage, and that college graduates recruited through the Training Schools, although as yet comparatively few, are the most permanent recruits we receive, their likelihood of permanency being more than doubled by the Training School course. The losses from the ranks of both college graduates and men out of practical life are appalling. Only about one in four of college graduates and one in five men from practical life, entering without special professional training, prove to be permanent."

Graduates of the International Young Men's Christian Association College serve more than twice as long in the Young Men's Christian Association as college graduates without this preparation.

Physical training offers to the college graduate the advantages of a comparatively new profession. The increase in the number of positions in Associations, preparatory schools and colleges during the last fifteen years has been very marked. There is also increasing demand for physical directors in the city schools. The Associations, schools and colleges are searching for men of moral earnestness and Christian character who have the necessary technical knowledge and executive ability.

The need of technical training for physical directors is clearly shown by the fact that only nineteen per cent of those who enter through an apprenticeship succeed. Of the college graduates who have entered the physical directorship without technical preparation, twenty-three per cent have served five years or more, while eighty-six per cent of the graduates of the College at Springfield have rendered five or more years of service in their chosen calling.

Under classmen of other institutions are invited to correspond regarding the selection of courses of study while they are preparing to come to Springfield.

The commission on recruiting and training of employed officers, meeting at Atlantic City, April, 1916, made the following report:

"The Association Colleges are the standard agencies of preparation for the Association vocation. Summer schools are primarily for continuation study and secondarily for introductory and preparatory study. The training centers are intended to provide instruction and coaching in selected local Associations for the preparatory and supplementary training of the local staff."

The International Convention held at Cleveland in May, 1916, adopted the following resolution:

Recommendation Nine: "The most efficient type of vocational training as a rule is possible only in the Association College, and emphasis should be placed upon this training as most desirable."

Buildings and Grounds

The College has been provided with a property admirably adapted to its purpose, located on both shores of Massasoit Lake. The campus and athletic grounds now consist of sixty-five acres of land, within fifteen minutes' ride of the center of the city. In

addition to this, on the opposite side of the lake, the College possesses Gerrish Grove, a tract of twenty-five acres.

ADMINISTRATION BUILDING

The administration building is an attractive four-story brick structure, overlooking the lake. The first floor contains the lecture hall, the reception room and business offices.

The three upper floors contain three classrooms and sleeping rooms for ninety students. Each floor is provided with lavatories and baths. In the basement there is provision for a chemical laboratory and storerooms.

LIBRARY

The library building, a fireproof structure with a modern library equipment, occupies the southern side of a quadrangle which is the center of the College campus. This building is particularly designed for the students of a technical school.

Special seminar rooms are provided with forty-eight private desks so that theses and original studies can be followed consecutively.

The library contains 16,000 bound volumes and some 26,500 pamphlets and magazines bearing upon the subjects taught in the institution. These include a valuable historical collection of Young Men's Christian Association publications in nineteen languages and dialects and covering the work of more than seventy-five years; also "The Gulick Collection of Physical Training," one of the most complete collections of works on this subject. The county work library is an important and growing collection. Additions are being made continually to all these sections.

The reading room has on file eleven dailies, eighteen weeklies and ninety-one monthlies.

The general library is supported by income from "The Mary R. Searle Memorial Fund," and from current gifts of alumni, students and friends.

The Springfield Public Library containing upwards of 250,000 volumes, one of the great circulating libraries of the country, is by the courtesy of that institution at the service of the students without expense.

GYMNASIUMS

The East Gymnasium

This building, erected in 1894, the gift of Col. Charles A. Hopkins, Mr. Preston B. Keith, Mr. Benjamin Thaw and Mr. Rowland Hazard, has been entirely remodeled in its heating, ventilating, lighting, locker and bathing features. It is thoroughly equipped with dumb-bells, wands, Indian clubs, stall bars and heavy apparatus. The size of the gymnasium floor is 48 by 74 feet. This building contains two offices on the first floor and three rooms on the second floor equipped with up-to-date apparatus for use in medical gymnastics.

The West Gymnasium

This building, erected in 1911, is a model gymnasium. It contains in the basement rooms for boxing, wrestling, fencing, a locker room used for extension courses, a lecture room for class teaching of physical education theory and a storeroom. On the first floor is the gymnasium, 57 by 97 feet. On the second floor is a running track constructed with a visitors' gallery next the railing.

McCurdy Natatorium

Between the two gymnasiums, there was completed in the spring of 1913 the McCurdy natatorium, the gift of Mr. Herbert L. Pratt of New York City. The room is 42 by 84 feet and is thoroughly ventilated by plenum and exhaust systems. The plunge is 24 by 60 feet, with water depth of from 4 to 8 feet. Walls and floor of both room and plunge are finished in white tile and the ample skylight renders the entire room cheerful and healthful.

Tower

The basement has on the north side the fan room and on the south side the massage, hot room, lavatory and toilet. The first floor contains six offices for administration purposes. On the second floor are located the physiological laboratory with tables for thirty-four men and a lecture room seating comfortably seventy-five men.

WOODS HALL

In Woods Hall the College possesses an up-to-date student Association building which is the center of undergraduate life and furnishes an excellent opportunity for normal training in administration and religious work. The donor of this building was Mrs. Eleanor S. Woods, who had observed the need of greater social opportunities for the students. The central feature of Woods Hall is a dining room, attractively equipped, which accommodates two hundred guests. The building contains a model kitchen with modern equipment. The second floor is given up to the student store, post office, committee offices, guest rooms, moving picture outfit and social parlor.

PLAYING FIELDS

Pratt Field

This field, the gift in 1910 of Mr. Herbert L. Pratt, was said by James E. Sullivan, organizer of the Amateur Athletic Union, and other experts to be the best practical field in the United States. It contains a quarter-mile track, 220-yard straightaway twenty-four feet wide, eleven runways and pits for jumping and vaulting, seven tennis courts, a football field and a baseball diamond. A reinforced concrete fence eight feet high surrounds the field.

East and West Fields

These fields were leveled and equipped in 1910. Each has a football gridiron and a baseball diamond.

THE WASHINGTON GLADDEN BOATHOUSE

Through the efforts of the students and the generous gift of Mr. Frank Beebe of Springfield, a boathouse was erected in the fall of 1901 on the borders of Massasoit Lake. Massasoit Lake, which is two miles in length, furnishes an admirable opportunity for training in aquatics. A canoe carnival, probably the finest held in New England, is one of the picturesque events of Commencement week.

GERRISH GROVE

By a gift of the late Jacob Gerrish of Springfield, the College is enabled to preserve to a large extent the beauty of the shores of

Massasoit Lake. Mr. Gerrish before his death deeded to the College twenty-five acres of land on the shores of Massasoit Lake opposite the College grounds. This is useful for camping and athletic purposes.

LABORATORIES

The laboratory for the study of physiological physics and chemistry gives special attention to the study of the mechanics of the body and chemistry of digestion. Considerable equipment has been added to this laboratory recently, thus providing for a larger number of students and more extended experimental work.

The physiological laboratory, for the study of physiology of exercise, is equipped with ergographs, sphygmographs, sphygmomanometers, pneumographs, etc. Progress has been made in the study of blood pressure and the effects of fatigue.

The equipment in the biological laboratory was the gift of Mr. F. M. Kirby and is known as the F. M. Kirby Biological Laboratory. Additional gifts from year to year have increased its facilities. This laboratory is supplied with microscopes for the study of physiological structure and a microprojection apparatus which enables the entire class to do work in common. This laboratory is also used for work in histology.

SCIENCE MUSEUM

It is the aim of the College to collect a carefully arranged science museum which shall have two purposes: First, to show human evolution, indicating the place of man in the world. Second, a natural history collection which will be of use in training workers among boys. Already a beginning has been made in these two collections and a sufficient amount of material has been secured to illustrate the subjects desired.

Normal Practice

The College is located in the Connecticut Valley in one of the most beautiful American cities, in close touch with some of the leading educational institutions of the East.

In no part of the world are there so many highly developed Young Men's Christian Associations as in the eastern section of

the United States. The proximity of New York City with its varied work for young men, international, state and local, furnishes an opportunity to see all forms of Association activity in operation. The annual tour by the Junior and Senior classes and the frequent visits of Association leaders, bring the student into vital touch with the most aggressive phases of the Association movement. Association gatherings are frequently held at the College and opportunities occur each year for attending conventions. The churches of Springfield gladly welcome the services of the students in Bible teaching and in various forms of Christian work. The summer conferences at Northfield are within easy reach.

The College carries on a more extensive religious work than many of our large Associations. At the present time two hundred or more students are holding office or teaching in the church schools, singing in choirs, actively promoting missionary interests, working in Young People's Societies, etc.

Students in the county work course have unusual opportunities for normal practice. The Hampden County Improvement League is a new and virile organization for rural betterment. This League has a program affecting the life of the entire county —economic, social, intellectual, religious and physical. The officers of this organization gladly furnish opportunities for students of the College to engage in religious betterment. These opportunities are particularly desirable for men wishing to enter the county work of the Young Men's Christian Association.

The Boy Scout movement furnishes many opportunities for social service. Students from the College are called on to serve as leaders and also to give instruction in first aid and hygiene. Several patrols of scouts under the direction of students meet in the West Gymnasium.

The Sunday School Athletic League of Springfield, enrolling over 500 boys, is almost entirely under the direction of students.

This work and much of the normal work among boys is carried on in the evening in the gymnasiums, so that some 800 boys come to the College weekly and are under the leadership of its students. Students also have charge of the athletic teams representing the different grammar schools of the city.

Athletic clubs in connection with several of the churches also

employ students as directors. These various activities afford excellent opportunities for the development of executive leadership in the students thus engaged, as well as giving them practice in coaching and officiating.

This work is not confined to the city of Springfield. Every year requests come from athletic organizations of surrounding cities for coaches, officials and gymnastic teachers. The normal work has grown very rapidly during recent years. Forty coaches and officials were furnished for Rugby football the past season and an equal number for Association football, basket ball, baseball and track.

One of the most attractive opportunities for normal practice is in connection with the Springfield high schools, which enrol over 1,500 boys between the ages of fifteen and nineteen.

The Springfield Boys' Club for street boys is another opportunity. This club is under the direction of one of the graduates of the College. It occupies an attractive building erected at a cost of $60,000 and has branches in different parts of the city. Students serving these clubs have opportunity to lead in athletics and to give physical examinations.

The playground associations of Springfield and other cities employ a considerable number of students during the summer. The curriculum offers courses to all students who wish to prepare for playground work. The playgrounds throughout the country furnish an admirable opportunity for students to get experience during vacations and also to earn money for their college expenses.

The Student Young Men's Christian Association at the College, through its various committees, carries on a large variety of activities—spiritual, social, intellectual and physical. This is an unusual organization, in many respects like a city Association. It is one of the few student Associations which carry on an all-round work. The budget last year of this Association, including current expenses, the dining hall, athletic games and the student store, amounted to $80,000. The student Association is entirely administered by the students of the College. There are eighteen departments, each one of which is in charge of a committee. Among the features carried on by the student Association are an employment bureau and a monthly magazine. All of these activi-

ties furnish opportunity for training in executive work. The student Association employs a secretary who gives his whole time to the supervision of its work.

The dramatic club affords opportunities for training in dramatic expression which is carried on under the leadership of competent teachers.

The International Young Men's Christian Association College stands for the most thorough practical as well as theoretical training. The opportunities for participating in the various phases of work for young men and boys are abundant. In the city of Springfield a strong Association work has been developed on the metropolitan basis. The organization includes a central branch, two railroad branches and two student Associations.

The Central Branch is located in the heart of the city and has 3,500 members. The work is developed symmetrically. Special mention should be made here of the boys' department with 700 members and the strong industrial department which is reaching large numbers of men. The Sunday program is one of unusual interest. Large meetings are held in the auditorium, which seats 4,000 people. These meetings bring to Springfield many leaders in Christian thought. The new building, which was entered in May, 1916, was erected at a cost of $350,000.

The Springfield Railroad Branch has an attractive building erected at a cost of $25,000. Its work is among 1,000 railway men employed by the three lines which pass through the city. An excellent opportunity is here afforded the students to participate in a modern progressive railroad department.

The West Side Railroad Branch has recently erected a new building at a cost of $50,000. This is attractively equipped with complete facilities for work among railroad men. As the building is located near the railroad shops an excellent opportunity is afforded to see a community work in successful operation.

The village Association at Mittineague, an industrial community where work is done for both sexes, furnishes another opportunity for participating in social service.

The Ludlow Institute, also in a large manufacturing town, in a similar way enables students to share in community service.

The Holyoke Association has one of the finest buildings and gymnasiums in western Massachusetts and a well-developed

Association work is carried on in all departments. Aggressive work is being conducted for the men in the mills and factories.

The Westfield Association has an attractive building in a community of 15,000 people, with a membership of some 300 young men. The regular Association features are well represented.

These various Young Men's Christian Associations are within easy reach by trolley of the College campus and give to the students a valuable opportunity to keep in active touch with work for young men and boys.

Religious Life

The students and faculty, through prayer meetings, chapel exercises and the study of the Bible, strive to maintain an earnest religious life in the institution. The week of prayer for young men is observed in November. Speakers of special power in inspiring students are invited from time to time to visit the College. There is a spirit of mutual helpfulness and brotherliness among the young men which is a means of real religious training.

The personal relations between the faculty and the students are most intimate. Interviews are frequent regarding the great problems of religious experience, the transition through which a student passes in readjusting his religious views to the results of science and scholarship and regarding the personal problems which confront a young man who wishes to make his life count in Christian service. There are many opportunities for Christian work in Springfield and a member of the faculty, Mr. Rudman, gives a large part of his time to supervising the religious work of the students and training them for teaching and leadership.

SECRETARIAL COURSE

Freshman

	Hours per Week	Terms	Units	Page
Biology	4	3	14	41
Field Science (Laboratory Course)	2	3	7	41
English	5	3	17½	42
Physiology and Hygiene	4	3	14	46
Personal Ethics	4	1	5	38
Teacher Training	4	1	4	38
Association History and Literature	5	1	5½	39
*Playground Administration	5	1	5½	81
*Camp Craft	5	1	5½	54
Physical Education Practice	5	3	17½	57
Students must select one elective				

Sophomore

New Testament	5	3	17½	36
English Literature	5	3	17½	47
Psychology	5	3	17½	42
Municipal Sociology	5	1	6½	48
Social Ethics	5	1	5½	47
Sociology	5	1	5½	50
Physical Education Practice	3	3	10½	57

Junior

Contemporary Civilization	5	2	12	51
Social Psychology	5	1	5½	50
History and Philosophy of Religion	5	1	5½	39
History of Christianity	5	1	5½	39
Business Administration	5	3	17½	52
World Classics by Translation	5	2	12	51
Old Testament	5	1	6½	37
Anthropology	3	1	3	50
Physical Education Practice	2	3	7	57

Senior

Association Administration	5	2	12	44
Principles and Methods of Boys Work	5	1	5½	46
Psychology of Religion	3	1	4	37
Principles of Religious Education	3	1	3	37
Methods of Religious Education	5	1	5½	37
Economics	5	2	12	49
History of Philosophy	5	1	5½	47
Thesis	5	3	17½	54
Physical Education Practice	2	2	5	57

COUNTY WORK COURSE

Freshman

	Hours per Week	Terms	Units	Page
Biology	4	3	14	41
Field Science (Laboratory Course)	2	3	7	41
English	5	3	17½	42
Physiology and Hygiene	4	3	14	46
Personal Ethics	4	1	5	38
Teacher Training	4	1	4	38
Association History and Literature	5	1	5½	39
*Playground Administration	5	1	5½	81
*Camp Craft	5	1	5½	54
Physical Education Practice	5	3	17½	57

Students must select one elective

Sophomore

New Testament	5	3	17½	36
English Literature	5	3	17½	47
Psychology	5	3	17½	42
Rural Economics	5	1	6½	61
Sociology	5	1	5½	50
Rural Sociology	5	1	5½	62
Old Testament	5	1	5½	37
Physical Education Practice	3	3	10½	57

Junior

(Massachusetts Agricultural College)

Agronomy	5	1		63
Animal Husbandry	3	1		
Pomology	3	1		
Farm Management	5	1		
Agricultural Economics	5	1		
Marketing—Coöperation and Credit	5	3		
Civic Improvement and Rural Art	5	1		
Rural Education	5	1		
Rural Sanitary Science	5	1		
Rural Organization	3	1		
Journalism	3	1		

Senior

	Hours per Week	Terms	Units	Page
County Work History and Methods . .	5	3	17½	60
Psychology of Religion	3	1	4	37
Principles of Religious Education . .	3	1	3	37
Methods of Religious Education . . .	5	1	5½	37
History and Philosophy of Religion . .	5	1	5½	39
History of Christianity	5	1	5½	39
History of Philosophy	5	1	5½	39
Social Psychology	5	1	5½	50
Thesis	5	3	17½	54
Physical Education Practice	2	2	5	57

BOYS WORK COURSE

Freshman

	Hours per Week	Terms	Units	Page
Biology	4	3	14	41
Field Science (Laboratory Course)	2	3	7	41
English	5	3	17½	42
Physiology and Hygiene	4	3	14	46
Personal Ethics	4	1	5	38
Teacher Training	4	1	4	38
Association History and Literature	5	1	5½	39
*Playground Administration	5	1	5½	81
Camp Craft	5	1	5½	54
Physical Education Practice	5	3	17½	57

Sophomore

New Testament	5	3	17½	36
English Literature	5	3	17½	47
Psychology	5	3	17½	42
Municipal Sociology	5	1	6½	48
Social Ethics	5	1	5½	47
Sociology	5	1	5½	50
Physical Education Practice	3	3	10½	57

Junior

Contemporary Civilization	5	2	12	51
Social Psychology	5	1	5½	50
History and Philosophy of Religion	5	1	5½	39
History of Christianity	5	1	5½	39
Business Administration	5	3	17½	52
World Classics by Translation	5	2	12	51
Old Testament	5	1	6½	37
Anthropology	3	1	3	50
Physical Education Practice	2	3	7	57

Senior

Principles and Methods of Boys Work	5	2	12	66
Association Administration	5	1	5½	44
Psychology of Religion	3	1	4	37
Principles of Religious Education	3	1	3	37
Methods of Religious Education	5	1	5½	37
Economics	5	2	12	49
History of Philosophy	5	1	5½	47
Thesis	5	3	17½	54
Physical Education Practice	2	2	5	57

INDUSTRIAL WORK COURSE

Freshman

	Hours per Week	Terms	Units	Page
Biology	4	3	14	41
Field Science (Laboratory Course)	2	3	7	41
English	5	3	17½	42
Physiology and Hygiene	4	3	14	46
Personal Ethics	4	1	5	48
Teacher Training	4	1	4	38
Association History and Literature	5	1	5½	39
*Playground Administration	5	1	5½	81
*Camp Craft	5	1	5½	54
Physical Education Practice	5	3	17½	57
Students must select one elective				

Sophomore

New Testament	5	3	17½	36
English Literature	5	3	17½	47
Psychology	5	3	17½	42
Urban Sociology	5	1	6½	48
Social Ethics	5	1	5½	47
Sociology	5	1	5½	50
Physical Education Practice	3	3	10½	57

Junior

Contemporary Civilization	5	2	12	51
Social Psychology	5	1	5½	50
History and Philosophy of Religion	5	1	5½	39
History of Christianity	5	1	5½	39
Business Administration	5	3	17½	52
World Classics by Translation	5	2	12	51
Old Testament	5	1	6½	37
Anthropology	3	1	3	50
Physical Education Practice	2	3	7	57

Senior

Principles and Policies of Industrial Work	5	2	12	69
Association Administration	5	1	5½	44
Psychology of Religion	3	1	4	37
Principles of Religious Education	3	1	3	37
Methods of Religious Education	5	1	5½	37
Economics	5	2	12	49
History of Philosophy	5	1	5½	47
Thesis	5	3	17½	54
Physical Education Practice	2	2	5	57

PHYSICAL EDUCATION COURSE

Freshman

	Hours per Week	Terms	Units	Page
Biology	4	3	14	41
English	5	3	17½	42
Personal Ethics	4	1	5	38
Teacher Training	4	1	4	38
Association History	5	1	5½	39
Mathematics and Physics	5	3	17½	75
Playground Administration	5	1	5½	81
*Field Science (Laboratory Course)	2	3	7	41
*Camp Craft	5	1	5½	54
Physical Education Practice	10	3	35	85
Students must select one elective				

Sophomore

Anatomy	5	2	12	74
Chemistry	5	3	17½	75
Psychology	5	3	17½	42
Personal Hygiene	5	1	6½	77
First Aid	2	1	2	83
*History of Physical Training	3	1	4½	82
*Massage	5	1	6½	83
*Rural Economics	5	1	6½	61
*Rural Sociology	5	1	5½	62
*Municipal Sociology	5	1	6½	48
*Social Ethics	5	1	5½	47
*Sociology	5	1	5½	50
Physical Education Practice	10	3	35	85
Students must select three electives				

Junior

Physiology	5	3	17½	76
New Testament	5	3	17½	36
Anthropometry and Physical Examination	5	1	6½	78
Building and School Hygiene	5	1	5½	78
Public Hygiene	5	1	5½	77
History and Philosophy of Religion	5	1	5½	39
History of Christianity	5	1	5½	39
Old Testament	5	1	6½	37
Physical Education Practice	7	3	24½	85

Senior

	Hours per Week	Terms	Units	Page
Diagnosis and Prescription	5	1	6½	79
Physiology of Exercise	5	1	5½	77
Physical Education Administration (Indoor and Outdoor)	10	1	11	80
Psychology of Religion	3	1	4	37
Principles of Religious Education	3	1	3	37
Methods of Religious Education	5	1	5½	37
*Modern English Literature	2	2	4	75
*County Work History and Methods	5	2	11	60
*Boys Work History and Methods	5	1	5½	66
*Social Psychology	5	1	5½	50
*Contemporary Civilization	5	2	12	51
*Economics	5	2	12	49
*History of Philosophy	5	1	5½	47
*Medical Gymnastics	5	1	5½	80
Thesis	5	3	17½	84
Physical Education Practice	5	3	17½	85

Students must select three terms from the electives

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* Electives

CURRICULUM OF ACTIVITIES

I. Instruction in Religion and Morals

1. With Groups.
   (1) Teaching Bible classes.
   (2) Shop talks and addresses.
   (3) Preaching.
   (4) Deputations.
2. With Individuals—Direct personal contact and comradeship with members of above groups.
   (1) Visiting boys' homes.
   (2) Hikes and camps.
   (3) Personal interviews leading to decisions for Christian living.

II. Executive

1. Student Association officers, managers of teams, chairmen of committees, senate.
2. Boys' clubs, scouts, social centers, Young Men's Christian Associations.
3. Student instructors.
4. Student publications—*Student, Massasoit, Handbook.*

III. Physical

1. Instruction in
   (1) Athletics.
   (2) Games.
   (3) Aquatics.
   (4) Gymnastics.
2. Student instructors.
3. Membership in varsity teams.
4. Officiating.

IV. Educational

1. Student instructors.
2. English to foreigners.
3. Teaching in night schools and business colleges.

V. Social

1. Musical.
   (1) Church choirs and orchestras.
   (2) Glee club and quartet.
   (3) Musical clubs.
2. Dramatic—plays.
3. Literary—literary societies, intersociety debates, reporting for daily papers, student publications.

Normal practice, supervised and graded, required of all students—240 hours.

The Curriculum

Since the beginning of September, 1916, the College has offered four years' work for students desiring to secure a degree and three years' for students who are candidates for a diploma. The preceding diagrams outline the various courses offered.

The Springfield College offers a general course which fits all students for leadership in religious and social work. This course embraces studies which give intellectual development and underlie the work of an Association officer. Based upon the general course are five technical courses which give a knowledge and training for the particular department of work which the student expects to enter.

The Conference on professional training for the Association vocation, made up of delegates from the various agencies for training for the Association service, has recommended a uniform system of credits. The purpose of this rating is to enable students who have studied in connection with one of the agencies for training to secure recognition for work done. By the plan recommended by this conference one recitation counts as one point, two laboratory periods count as one point and two periods in the gymnasium or on the athletic field count as one point. Ten points are regarded as one unit. The course of study following is divided into points and units in accordance with this plan.

General Course

The General Course, which forms the foundation of the curriculum, embraces the studies which are common to all students at the College. It seeks to study the modern humanities—biology, psychology and sociology, as a preparation for religious thinking and for a student's technical training. It aims to give liberal culture through a study of English, literature and history. It also aims to give a religious education and a training in religious work to students in all departments.

1. The Bible

(1) *The New Testament.* Dr. Ballantine, Sophomore year, five hours per week, 175 points or 17½ units for the year. An essential in Christian leadership is a knowledge of the Scriptures. This is fundamental in preparation for any position in the Association. An entire year is devoted to the study of the New Testament. The student is expected to read each book in accordance with the direction of the professor, to recite upon its facts and ideas in the classroom and to take notes of familiar discussions of its contents.

Much emphasis is laid upon the fact that this is not a study of books about the Bible, but a study of the Bible itself. There is a brief course of ten lectures upon manuscripts, versions and other topics usually called "Introduction," but for the most part such matters are explained incidentally when the need for information arises in inductive study. It is believed that to have the student read every book in the New Testament and fix in mind its main ideas will insure a more comprehensive intelligence than can be secured by intensive work upon small portions. Every effort is made to make the class feel that they have been in the very company of Jesus and of Paul.

It will be readily seen that this method does not aim to give courses that can be reproduced in the local Associations, but so to familiarize the student with the whole New Testament that he can readily use any courses that may seem suitable for the special field to which he may be called.

(2) *Old Testament.* Junior year, thirteen weeks, five hours per week, 65 points or 6½ units. This course does not attempt to master the whole of the literature of the Old Testament. Selected portions will be studied inductively in the classroom. The chief object of the course is to show the evolution of the religion of the Hebrews and the foundation which it laid for the introduction of Christianity. Emphasis is laid upon the spiritual message of the prophets and the Psalms. An attempt is made to point out the permanent contribution to religion made by the Hebrew people.

2. Religious Education

(1) *Psychology of Religion.* Dr. Dawson, Senior year, fall term, three hours per week, 39 points or 4 units. This course consists of studies of the factors of the religious consciousness; the genesis of ideas relating to the supernatural, the survival of death, righteousness and sin and personal adjustment through Christ; and the instincts and feelings that motivate religion. Particular stress is laid upon the adolescent period of religious life, normal and pathological modes of religious self-expression and the laws underlying religious development.

(2) *Principles of Religious Education.* Dr. Dawson, Senior year, winter term, three hours per week, 33 points or 3 units. This course follows the preceding and completes the Senior year's work in religious psychology and education. It consists of studies of aims, material and methods of education in the light of racial and individual development and is intended to supply a body of principles to guide the student in his personal living and in his professional work.

(3) *Methods of Religious Education.* Professor Rudman, spring term, five hours per week, 55 points or 5½ units. The work of this term is the application of the theory given in the first two terms.

(a) The programs of religious work now being given in the most successful Young Men's Christian Associations are analyzed and each student has an opportunity to propose an ideal program, both of instruction and activity.

(b) A careful study is made of courses prepared for Sunday schools, Young Men's Christian Associations and colleges, and the students become familiar with the best courses now available.

(c) There is specific instruction in how to teach a Bible class and a course of lessons suitable for a teachers' training class is studied. Actual practice in teaching under supervision is provided.

(4) *Teacher Training.* Professor Rudman, Freshman year, winter term, four hours per week, 44 points or 4 units.

(a) The aim of this course is to acquaint the student with the fundamental laws of teaching, the principles of organization and administration and with other carefully selected material so that he may be efficient in his work in the local churches.

The Massachusetts Sunday School Association issues a certificate, covering one year of work in the standard three-year normal course, to every student completing this course with a satisfactory grade.

Text-books: Weigle's "The Pupil and Teacher," Ahearn's "Organization and Administration of the Church School."

(b) *Practice Teaching.* Supervised by tutors. Freshman year.

The aim of this course, which is a part of 4 (a), is to develop technique in teaching. The class is divided into small groups, led by experienced tutors. Lesson outlines are prepared weekly by the students and graded by the tutors. Each pupil presents at least four lessons before his group.

3. Personal Ethics

Professor Rudman, Freshman year, fall term, four hours per week, 52 hours or 5 units. The object of this course is to start the student on a thoroughgoing investigation of his own philosophy of life and help him to ground his own ideals of personal conduct. The ideals of the College call for nothing short of the best in personal character and professional efficiency if its men would measure up to the challenge of the world-wide field in ministering to the needs of men and boys. Often a young man's religion is traditional and second-hand rather than the result of personal thinking and vital experience. In the midst of the present-day conflict of standards and creeds it is very essential to have the fortifying conviction that vital religion is a life to be lived rather than a creed to be believed and that we may confidently face the mental conflict of standards due to advancing scientific knowledge if we hold fast in unswerving loyalty to the personal standards of individual character as exemplified in Jesus.

The method of instruction includes the use of text-books, classroom discussion, selected lectures and considerable collateral reading.

Text-book: "Problems of Conduct," Drake.

Required Reading: "Fight for Character," King; "Not in the Curriculum"; "What Men Live By," Cabot; "Moral and Religious Challenge of Our Times," King; "Self-Control," DuBois; "The Dynamic of Manhood," Gulick; "Some Christian Convictions," Coffin.

4. History and Philosophy of Religion; History of Christianity

Professor Burr, Junior year, winter and spring terms, five hours per week, 110 points or 11 units.

The aim of this course is to give the student a comprehensive view of the nature and development of religion, but with special emphasis on the history of Christianity and Christian civilization.

A study is made of

(a) The beginnings of religion and its influence on human life and history.

(b) Political, social and cultural forces influencing the development of Christianity.

(c) Comparison of Christianity with other world religions.

(d) The historic development of Christianity.

(e) Characteristic features of modern Christian thought and activity.

(f) The missionary movement.

The method pursued is lectures with special topics and readings.

5. Association History and Literature

Dr. Doggett, Freshman year, spring term, eleven weeks, five hours per week, 55 points or 5½ units. The aim of this course is to acquaint all students with the history and development of Christian work among young men. A study is made of the early efforts in the Protestant Church, both in England and the United States, on the part of Christian young men to associate themselves together for religious work. Careful attention is given to the forces in the church and the conditions of social life which made such a movement necessary. The Association is studied, not as a local or national, but as a world-wide endeavor. In the first period, 1844 to 1855, special attention is given to the London work and its formative influence. In the second period, 1855 to 1878, recognition of the leadership of the American work requires especial attention to the movement on this continent. In the third period, 1878 to the present time, more attention is given to the spread of the movement throughout the world. Modern Association history, to which a large part of the course is devoted, is presented in lecture form and by topics. Leaders of the present-day movement are frequently invited to speak on different phases. This course studies the development of the Association, its organization and policy, its literature and the fixed principles which govern its operation and its relation to the church.

Students are expected to read and review the more important works which the leaders of the Young Men's Christian Association have produced.

Text-books: "A History of the Young Men's Christian Association," Vol. I, L. L. Doggett, and "The Life of Robert R. McBurney," same author; "History of the Young Men's Christian Association" and "My Life with Young Men," Richard C. Morse.

6. Normal Work in Religious Education

Professor Rudman, director. The College offers what might be called a laboratory for religious work. In all branches of science the laboratory is the place for trying out theories and demonstrating facts. This might be sufficient reason for undertaking supervised normal practice, but it is not the only reason. Every Christian man must reproduce himself in others if he is to grow. To learn means to do, and opportunity must be afforded for those religious activities which will produce the best results in student character.

Every student is expected to make a place for himself in the life of some group. Many local organizations afford such an opportunity—the Sunday schools, Young People's Societies, Springfield Boys' Club, Young Men's Christian Associations, missions, men's clubs, factories, etc. The ever increasing number of immigrant young men affords a chance to teach English and thus render a helpful service. The members of the faculty bear an advisory relation to this work and assist the student in every way possible.

As an illustration, at present more than a hundred men are serving in church schools as superintendents or as other officers and teachers. Between thirty and forty are scoutmasters or assistant scoutmasters. A few men sing in church choirs, while a large number are directly connected in a helpful way with Young People's Societies and men's brotherhoods. Six are employed by churches as directors of activities—social and educational, and others by the Central and Railroad Young Men's Christian Associations and the Springfield Boys' Club and its branches. In coöperation with the religious and foreign work departments of the student Association many activities are promoted, especially those of the week-end deputation teams which visit near-by towns for two or three days, presenting a social, athletic and religious program which appeals strongly to old and young alike. A particular effort is made to reach the boy. If the team represents the foreign work department, the emphasis is placed on the need for and the value of missionary activity. In addition, members of this department frequently address local church groups.

The religious normal work is divided into two classes. Under "Religious A" is classed all actual teaching of a religious nature, such as Sunday school classes, week-day Bible study classes, etc. Under "Religious B" are classed those meetings with a group or individual where so-called religious material is not taught formally, but where the time is spent in an endeavor to contribute something to the character of the individual or individuals.

Credit is given for the religious normal work on the basis of one point for two hours' work. One period as a teacher in a class in religious education, which requires preparation, counts as one point. Two periods in normal work, which do not require preparation, count as one point.

For graduation every student must earn 40 points in "Religious A." In addition, men in the secretarial course must earn 40 points under "Religious B." These credits must be secured during the first three years at College.

The director, with the help of carefully chosen assistants, supervises this work. The assistants are chosen because of character, ability, leadership and Christian experience. They have oversight of the students at work in the churches, clubs, factories, etc. Frequent meetings of this group are held when the work of the students is reviewed and necessary action taken. The assistants, called supervisors, cultivate friendly relations between the College and the churches and other organizations. Each supervisor is assigned not more than ten students.

Grades are determined by the supervisor in consultation with the pastors and superintendents of churches or with the officials of other organizations. Ability, spirit, courtesy, appearance, relationships, etc., are considered in determining this grade. The grades are Excellent, Good, Fair, Unsatisfactory.

Points are given on a basis of time and grade. Of two students credited with an equal amount of time but different grades, the one with the higher grade secures the greater number of points. The grade of Unsatisfactory is failure.

7. Biology

Professor Ball, Freshman year, three terms, two hours lecture, four hours laboratory per week, 140 hours or 14 units. Laboratory fee, $5.00; additional fee for histology, $1.00.

The aim of this course is to give an understanding of the fundamental biological principles. Through study of structure and function in a series of plants on the one hand and of protozoa, invertebrate and vertebrate animals on the other, the various principles are made clear. Emphasis is placed upon the relation of these fundamentals to a comprehensive knowledge of man's anatomy and physiology and of his place in nature. Comparative anatomy, embryology, genetics and organic evolution receive due attention. In the spring term a considerable period is devoted to an intensive study of histology. In the Field Science course considerable time is devoted to structure, habits and economic importance of native plants and animals.

8. Field Science

Professor Ball, Freshman year, two hours per week, 70 points or 7 units.

Purpose: To familiarize students with their physical environment that their personal lives may be enlarged by a knowledge and appreciation of the beauty and usefulness of their surroundings and that as a result of such knowledge they may the better interest, instruct, guide, protect and inspire boys and young men.

Method: (a) Lectures, with demonstrations and reference readings upon the various phases of natural science.

(b) Field laboratory and notebook exercises calculated to test and develop ability of students in applying lecture material and in discovering new facts and principles for themselves.

9. Psychology

(1) *Genetic Psychology.* Dr. Seerley, Sophomore year, three terms, two hours per week, 70 points or 7 units. This course is intended to be a study of the psychology of development, observing in one's own life and in others the various stages through which all pass and their great importance. The evolution of the human soul in its complex environment furnishes examples of a serious nature when accurately observed and understood. The student is fitting himself to read character, understand cause and effect, supply the material for a better adjustment and correct personal deformities. The human instincts, their treatment in development and the possible results furnish material. Psycho-analysis is the final goal and psychotherapy the method. The plan is not to make experts in this field, but to make intelligent Christian workmen in the field of boys and men.

(2) *Experimental Psychology.* Dr. Dawson, Sophomore year, three terms, three hours per week, 105 points or 10½ units. The aim of this course is at once technical and cultural. In its technical aspect, it starts with the student's interest in himself and other people, as problems of normal or abnormal mentality, educational and vocational adjustment or maladjustment, and the like; and sets him to work, under the stimulus and guidance of requisite facts and principles, to observe, experiment with and interpret the psychological phenomena nearest to him. In this aspect of the course, the general viewpoint is genetic, the material is biopsychological and the method is experimental. In its cultural aspect, the course is designed to reveal the essential psychological forces in the student's own life and the lives of his fellows and to help him control these forces and utilize them in harmony with the best cultural ideals and activities of civilization. In this aspect of the course, the viewpoint is philosophical, the material is ethical and the method is practical.

10. English

Freshman year, five hours per week, 175 points or 17½ units.

(1) *Composition and Rhetoric.* Professor Hyde and Mrs. Otto.

Fall and Winter Terms: Principles of composition—debates on questions of the day and talks on various topics connected with work for boys and young men.

Spring Term: Pitkin's "Short Story," with practice in short story structure. Exercises in public speaking.

(2) *Literary and Debating Societies.* Two periods will count as one point. The Lee, McKinley, International, Philomathean and Weidensall societies furnish ample opportunity for all students who desire to secure training in debate and parliamentary practice. Members of the faculty act as critics and advisers. Intersociety debates are held each year and from time to time intercollegiate debates with representatives of neighboring colleges.

(3) *Public Reading and Expression.* Professor Burr. Two periods

will count as one point. Elective courses in public reading and expression are conducted three times weekly through the year. The object of this course is to fit students to use the voice in expression and also to read effectively before an audience.

(4) *Comparative Literature.* Mrs. Doggett. Two periods will count as one point. Advanced studies in literary appreciation—the short story, Robert Browning and the classics.

11. Music

Professor Hyde. Two periods will count as one point.

The Springfield musical clubs, organized as a part of the student Association, handle such musical organizations as the College may be able from time to time to form. The permanent feature is the glee club. This consists of about sixteen men. The club is open to those with a good musical sense, ability to read and a voice.

Vocal quartets, quartet brass instruments and mandolin and guitar clubs are formed when talent for these activities is present.

12. Use of the Libraries

Professor Bowne. Freshman year, one hour weekly during the fall term, 13 points or 1 unit. The object is to give a working knowledge of the libraries and greater skill in the use of books—covering general and special collections, classification, catalogs, indexes, scope, use and comparison of the great bibliographies, encyclopedias, dictionaries, atlases, year books, directories and gazetteers. Practical exercises are given applying the principles and methods advocated.

13. Graduate Work

Graduates of the College, or those having done equivalent work elsewhere, will be allowed to pursue advanced work under one or more of the instructors. The course must be laid out at the beginning of the year by the president and approved by the faculty. It will involve a major course with not less than one minor course. The aim shall be to do work of an original character. This work shall be embodied in a thesis, two copies of which, bound in cloth, must be presented to the College. By vote of the faculty, graduates of the College who have a bachelor's degree, either in humanics or in physical education, who complete a one year's graduate course and present a thesis which receives a grade not lower than worthy of praise will be recommended to the trustees as candidates for a master's degree.

Technical Courses

Based upon the general course, the student takes one of the following courses—city or county or industrial secretary, a physical director or a boys work director.

The Secretarial Course

FACULTY

PRESIDENT DOGGETT; *Executive Psychology*
PROFESSOR CHENEY, Director; *Association Administration, Social Ethics, Municipal Sociology*
DOCTOR SEERLEY; *Physiology*
PROFESSOR BURR; *Economics, Philosophy*
PROFESSOR CAMPBELL; *Sociology*
DOCTOR DAWSON; *Anthropology*
PROFESSOR HYDE; *World Classics*
MRS. DOGGETT; *English Literature, World Classics*
PROFESSOR MCCARTY; *Principles and Methods of Boys Work*
PROFESSOR MASTERS; *Accountancy, Commercial Law*
PROFESSOR AFFLECK; *Camp Craft*
PROFESSOR OTTO; *Playground Administration*
DOCTOR BALL; *Field Science*
PROFESSOR BETZLER; *Physical Theory and Practice*
LEONARD I. HOUGHTON; *Business Administration*

14. Association Administration

Professor Cheney, Senior year, fall and winter terms, five hours per week, 120 points or 12 units.

This course is a training in administration. More and more all employed officers of the Young Men's Christian Associations are executives, and in whatever department an Association officer serves he needs to know the principles and the art of administration. He must understand how to do things and also how to get things done through others. He must know how to deal with men and how to organize a complex variety of activities. The course in methods aims to acquaint the student with the principles of administration and with the executive problems of the various departments.

The work of instruction is supplemented by the Junior and Senior trips, conferences of employed officers, the institutes given each term and by normal practice. A large number of lecturers on special topics visit the College each year.

(1) *Principles of Organization.* Basis. Aim. When and how to organize. Essential features in the constitution. Branches and sub-organizations. The metropolitan plan. Trustees, directors and officers—qualifications and duties. The organization of committee service.

(2) *The General Secretary.* History of position. Requisite qualifications—physical, intellectual, executive and spiritual. His social life, home life, business life. Relation to churches and pastors, to officers, directors and committees, to other employees, to the business community, to fellow secretaries. Accepting a call. Growth—spiritually, intellectually and socially.

(3) *The Extension Agencies.*

(a) *The International Committee.* History. Organization. Foreign and home work. Development of groups of Associations. Internal development.

(b) *State and Provincial Committees.* Organization. Development. Importance. Nature of work. Finances. State conventions.

(c) *The World's Committee.* Organization and work.

(d) *The Training Agencies.* Securing and training employed officers. Demand and supply. Methods of training.

(4) *The Association Home.* The building movement, its beginning and growth, advantages of owning a building, how to get a building, favorable conditions for launching an effort, the campaign, committee organization, the art of solicitation, records, the location, the instructions to the architect, the plans and specifications, arrangement of features, the construction with special study of the problems of lighting, heating and ventilating, the equipment and furnishings, care of the building, repairs and safety, order and cleanliness.

The students have normal practice in solicitation. A careful and detailed study is made of a score of sets of blue prints of recently constructed Association buildings and original sketches of floor plans are presented by each student.

(5) *The Business Management.* Forms of income. Solicitation. Annual budget—budgets of various Associations are studied and samples made up. Proper accounting. Receipts. Economies. Office system. Filing systems. Real estate and endowment funds. Incorporation. Debt. Taxes. Insurance. Leases. Recording statistics. The bulletin. Annual reports. Principles of successful advertising. Printing—various cuts, proof reading, printer's terminology. A study is made of the principles underlying attractive printing—measure, balance, proportion, shape, harmony, arrangement of lines and masses, colors.

(6) *The Membership.* Committee organizations. Personnel of committee. Duties. The membership secretary. Classes. How to secure and retain members. The assimilation of members. Methods of advertising. The members' meetings. Fees. Transfers. Partial payments. Records.

(7) *The Social Department.* The principle of social affiliation. Vital importance of the social element. Development and use of the group

spirit. Cultivation of social life fundamental to every department of the Association. The social secretary. The reception committee. What the reception committee men should be and should do. Social agencies. The social rooms. Social entertainments.

(8) *Economic Features.* A study of the Association activities which minister to the economic needs of young men: (a) Employment bureau—origin, methods of work, service to the community, attitude of business men, advantages, records. (b) Lunch rooms and restaurants—development of the idea, problems and advantages, their place in the Association. (c) Dormitories—value to young men, the problem of combining the positions of host and landlord, business management. (d) Boarding house registers, object, development and extent. (e) Systems of saving, opportunities in Association to encourage frugality, saving bureaus, benefit funds, mutual societies for thrift.

(9) *The Educational Department.* The reading room—furniture, supervision, papers and periodicals. The library—its importance and place in the Association, how to develop. Apartments and furniture, management, selecting and buying books, classification, cataloging, shelf listing, binding and repairing, advertising, registration and charging, reference books, courses of reading, aids to readers. Educational committee—the educational director—qualifications, work and relationships. Educational classes—the need, branches taught, adaptation to field, frequency of sessions, instructors, classrooms, examinations, finances. Educational clubs—literary, musical, scientific, art, civic and professional; the value, various forms of organization and work, how supervised. Educational lectures—the relationships, range, resources and conduct.

(10) *The Work among Special Classes.* College students—organization, methods, outgrowths. Railroad men—aim and benefits. Other industrial classes. Soldiers, sailors, negroes, Indians, etc.

15. Principles and Methods of Work with Boys

Professor McCarty, Senior year, spring term, five hours per week, 55 points or 5½ units.

(1) *Principles.* An understanding of the boy—his interests, activities and relationships; his home, church, school, community and employment. Prescribed reading.

(2) *Methods.* Programs of work with boys—grammar school, employed and high school boys; the Christian citizenship training program. Prescribed reading. Opportunities for work in local institutions.

16. Physiology, Hygiene, First Aid

Dr. Seerley, Freshman year, four hours per week, 140 points or 14 units.

Modern leadership requires knowledge of human life—physical as well as mental and spiritual. Man is the center of the student's interest and investigation and the physical nature at once becomes the basis of all such study.

This course plans to make the student an observer of his own physiological phenomena and somewhat an experimenter in the field of right living. This knowledge should fit him to render service to those needing it and to teach boys and young men the art of clean, healthful living.

17. English Literature

Mrs. Doggett, Sophomore year, three terms, five hours per week, 175 points or 17½ units.

This course traces the development of English thought and its varying expression through literary forms from the age of Chaucer to the present. Each author is studied through his writings in relation to his own time. Emphasis is laid on those elements which modified his work and the effect of his writing upon the age. Attention is given to the great art forms of literature and their peculiar relation to the periods of national life in which they are produced.

This course has practical value for the secretary, not only in giving him a discriminating appreciation of the best writers, but also in fitting him to stimulate and direct the reading of young men and boys.

Text-book: "Century Readings for a Course in English Literature," Cunliffe, Pyre and Young.

The Social Sciences

Professors Burr, Cheney, Campbell and Dawson.

The Young Men's Christian Association is one of the greatest of the modern agencies of social service. Of necessity its leaders must be social scientists as well as adepts in the art of serving their kind. The following courses are planned to give the student the scientific background which he will need for his practical work in social reform and education.

18. Philosophy and Ethics

(1) *History of Philosophy.* Professor Burr, Senior year, spring term, five hours per week, 55 points or 5½ units.

Special emphasis is placed on the teachings of the Greek philosophers who furnished the intellectual environment in which Christian philosophy and theology developed and on the later thinkers who directly influenced Christian thought and life.

Text-book: "Student's History of Philosophy," Rogers.

(2) *Social Ethics.* Professor Cheney, Sophomore year, winter term, five hours per week, 55 points or 5½ units.

A study of the modern social revolution and the problems of the resultant social crisis. The essential purpose of Christianity as evidenced in the religion of the Hebrew prophets and the social aims and ethics of Jesus. Why Christianity has never undertaken the work of social reconstruction. The stake of the church in the social movement. The contributions which

Christianity can make and the main directions in which the religious spirit should exert its forces.

Text-books: "Christianity and the Social Crisis," and "Christianizing the Social Order," Rauschenbusch.

19. The Problems of a Twentieth Century City

Professor Cheney, Sophomore year, fall term, five hours per week, 65 points or 6½ units. This course is also taken by the Sophomore physical men. Cities are the strategic points of our modern civilization. In the cities are massed, not merely the most powerful economic and political forces, but also the most powerful ethical and educational forces.

The Young Men's Christian Association is itself a product of city life. It is an organized attempt on the part of the church to meet one of the most pressing needs of city life—a social center for young men, where all wholesome and educative influences should be massed attractively and effectively.

It is becoming evident that the secretaries and directors of the Association must be sociological experts and that they must be leaders in social service. In studying the lives of young men they will become so perforce. As a matter of fact, they constitute a natural bureau of information as to all the forces and conditions of city life which affect young men. In some of our largest and most effective Associations, the secretaries are becoming recognized as authorities on municipal sociology, both to the benefit of the city and their own work.

In order to meet this growing demand of our work, a term of study is devoted to municipal sociology.

Syllabus of Course in Municipal Sociology:

(1) *Introduction.* The city in its relation to civilization.

(2) *History.* Ancient and medieval cities. Their relation to political, social and economic progress.

(3) *Growth of Modern Cities.* Causes and consequences of rapid urbanization. Statistics, composition and distribution, race and occupations.

(4) *Special Problems.*

Administration.

(a) City charters. (b) Relation of city and state. (c) The mayor—qualifications, term of office, powers. (d) The composition and duties of the council. (e) The commission, federal and city manager form of government. (f) Initiative, referendum, recall, the preferential ballot. (g) The organization and control of departments. (h) Finances—methods of taxation, appropriations, uniform systems of accounting. (i) The granting of franchises—duration, resumption. (j) Control of quasi-public corporations, such as the telegraph, telephone, express, gas and electric light and street railway companies.

Health.

(a) The housing problem—tenements, overcrowding, plumbing, inspection, model tenements. (b) Streets—cleaning, disposition of city waste, beautifying, regulation of use. (c) Parks, playgrounds, public baths, recreation piers, etc. (d) The control and prevention of disease. The board of health, sanitary police, etc.

Morals.

(a) The prevention and punishment of crime. City magistrates' courts. Juvenile courts. The organization and control of the police. (b) The liquor traffic and the saloon. Prohibition. (c) Prostitution—causes, consequences, methods of suppression or control. (d) Amusements—theaters, motion pictures, dance halls, circuses, games. Extent of municipal responsibility. (e) Indecent pictures and literature, gambling, etc.

Philanthropy.

(a) Care of dependents—orphans, paupers, etc. (b) Care of defectives—idiots, insane, etc. (c) Care of delinquents—young criminals. Juvenile courts. Reform schools.

Education.

(a) Aim of public education. (b) Courses of study—nature and extent. (c) Control. Laws. School board and officers. (d) Teachers—qualifications, character, sex, religious relation, salaries, pensions, etc. (e) School extension—wider utilization of school buildings, vacation schools, municipal lectures, concerts, etc.

(5) *Unofficial Agencies for Municipal Betterment.*

(a) The Church, especially the institutional church. (b) The Young Men's and Young Women's Christian Associations. (c) University and social settlements. (d) Municipal and civic leagues. (e) Playgrounds, etc.

Special lectures presented annually: The city council, commission form of government, the board of health, the police, the juvenile court, city planning, motion pictures, social centers, friendly visiting, union relief, children's aid society, the problem of the unemployed.

Visits are required at a certain number of the following organizations: Fire department, Hampden county jail, Hampden county almshouse, police court, the common council, Northampton state asylum, Westfield state sanitarium, the Wayfarers' lodge, Brightside.

20. Economics

Professor Burr, Senior year, fall and winter terms, five hours per week, 120 points or 12 units.

The following subjects will be emphasized by lectures and class discussions:

The social elements in economic life.

Individualism, socialism and mutualism.

The labor movement. (a) Organization, (b) wages, (c) conditions, (d) strikes and boycotts, (e) the labor vote.

Modern capitalism. Commercial, industrial and political power of corporations.

Industrial arbitration and conciliation. The movement towards industrial peace.

Money and banking.

Business custom and law.

Social justice and the new social spirit.

Text-book: "Principles of Economics," Taussig.

21. Anthropology

Dr. Dawson, Junior year, spring term, three hours per week, 33 points or 3 units.

This course aims to accomplish in the study of racial life what experimental and religious psychology accomplishes in the study of the individual. It gives the student an outlook upon the problems of mind, education, religion, etc., of the human race as a whole. A study is made of racial origins and somatic and psychological traits due to climatic, telluric, psychological, social and other causes. The more important ethnological types are analyzed and their civilizations evaluated in the light of their environmental and historic needs. Stress is laid upon the distinctive contributions each race may make to a common civilization and the necessity of respecting and conserving such racial contributions. While mainly intended for cultural purposes, orienting more broadly the student's mental attitude, the course is also intended to give him a certain technical preparation for special fields of work.

22. Sociology

Professor Campbell, Sophomore year, winter term, five hours per week, 55 points or 5½ units.

This course is designed to give the student the accepted results of the study of the science of sociology as a basis for further thinking and to present a comprehensive survey of the entire field. Causes which affect the life of society: geographic, technic, psycho-physical, social causes. Nature and analysis of the life of society. Social evolution and social control.

Text-books: "Introduction to the Study of Sociology," Hayes; "Sociology," Dealey and Ward; "Principles of Sociology," Ross.

23. Social Psychology

Professor Burr, Junior year, winter term, five hours per week, 55 points or 5½ units.

Social psychology, the youngest of the social sciences and one of the

most interesting, discusses problems which are of special importance to prospective leaders. These are some of the themes:

(1) The formation of psychic groups. Laws and types.
(2) The action of the "mob mind."
(3) The psychology of leadership.
(4) The development, choice and use of leaders.
(5) The influence of fashion, convention, custom and public opinion.
(6) Agents of social control.

Text-book: "Social Control," Ross.

24. Contemporary Civilization

Professor Burr, Junior year, fall and winter terms, five hours per week, 120 points or 12 units.

The aim of this course is to give the student a comprehensive view of the political, social and economic features of modern civilization; to help him develop a world consciousness and a world conscience.

(1) Summary of modern European history, emphasizing the development of the great nations, their distinctive political systems and peculiar problems.
(2) The World War—causes and consequences. Reconstruction.
(3) Problems of the Near East—Balkans, Turkey, Armenia, etc.
(4) Problems of the Far East—Russia, Japan, China, India and the Pacific.
(5) Current history; daily analysis of world news.

The method pursued is special assigned topics and readings; large use of material from daily press and magazines.

25. World Classics by Translation

(1) *Modern European Literature.* Mrs. Doggett, Junior year, fall term, five hours per week, 65 points or 6½ units. This course seeks to give the intellectual and imaginative background of the great races of Europe. Comparison is made among them as they have developed from century to century, showing the interdependence of these nations one upon the other in stimulating thought and expression, as well as in developing literary forms. This course is of assistance to teachers of Americanization in making them understand the heritage of the foreigner. The following authors are taken up:

Russian: Pushkin, Gogol, Turgenev, Tolstoi, Dostoievski, Chekov.
Scandinavian: Ibsen, Hamsun, Strindberg, Björnson, Lagerlöf.
Spanish: Cervantes, Galdos, Valera, Valdes.
French: Hugo, Balzac, Flaubert, Maupassant, Anatole France, Rostand, Brieux.
German: Goethe, Schiller, Heine, Hauptmann, Schnitzler, Sudermann.

(2) *Greek Classics.* Mr. Hyde, Junior year, winter term, five hours per week, 55 points or 5½ units.

This term's work seeks to make the class familiar with Greek thought during the classic period, rather than studying critically the literature in-

volved. A certain familiarity with the history of the period is necessary. Through lectures and reading the class is made acquainted with the Hellenic background of myth, customs, temperament and mental aptitude. The development of Hellenic religion and of the drama are considered in some detail. Works are studied in class and taken up by individual students to be presented to the class for criticism.

26. Business Administration

The rapid development of the great property interests of the Young Men's Christian Association has made ever greater the demand for leaders of executive ability. The modern Association secretary must be able to administer large affairs and in an increasing measure to make complex organization effective. It is most essential that he have a thorough grasp of general business principles.

The course in business administration aims to give instruction in the fundamental facts and principles of business, thus laying a broad foundation of business knowledge for the prospective Association executive.

This course precedes the specialized course of Association Administration or Methods to which a year is given.

(1) *Executive Problems.* Dr. Doggett, Junior year, fall term, two hours per week, 26 points or 2½ units.

This course aims to acquaint the student with the problems of an executive. It recognizes that the common task of all executives is the handling of men. Executive questions are discussed in conferences and familiar lectures. These are based on a study of Professor Gowin's text-book, "Developing Executive Ability."

(2) *Administration.* Professor Houghton, Junior year, winter and spring terms, five hours per week, 110 points or 11 units.

Instruction

(a) *Business Organization.*

The general underlying principles.

(b) *Management.*

A discussion of the executive and his control of men. Efficiency methods and scientific management.

(c) *Accounting.*

A clear understanding is given of the principles which underlie all correct methods of keeping financial records.

(d) *Insurance.*

(e) *Commercial Law.*

This section explains the nature, formation, operation and discharge of contracts.

(f) *Investments.*

Brief consideration is given to the science underlying investment. The various types of bonds and stocks are discussed in detail.

(g) *Advertising.*

A consideration of the basic principles of advertising. The preparation of advertising copy, including the form, typography, etc., is discussed.

(h) *Auditing and Cost Accounting.*

The duties of the auditor and principles of cost accounting.

(i) *Salesmanship.*

The basic principles upon which the science of salesmanship is founded, the psychology of salesmanship, knowledge of self and of human nature, character analysis.

(j) *Personal Efficiency.*

A personal application of efficiency principles, standardizing personal operations and conditions, schedules, records, etc.

Business Practice

The College affords extended opportunity for practical experience in applying the general principles developed in the course in Business Administration. This practical work is standardized and definitely supervised.

(1) *Managerial Practice.*

Student positions and work involving the control of men.

(a) Student Association officers.
(b) Team captains.
(c) Leaders of boys' clubs, scouts, social centers, etc.

(2) *Accounting.*

(a) Team managers.
(b) Class treasurers.
(c) Student store.
(d) Woods Hall.

(3) *Personal Efficiency.*

The development of personal standards for all operations and conditions. For example—study, reading, social recreation, personal finance, exercise, miscellaneous improvement.

(4) *Salesmanship.*

(a) Securing advertisements—catalog, *Massasoit, Student, Handbook.*
(b) Salesmanship positions in Springfield stores.
(c) Membership secretary student Associations.

(d) Circulation manager *Springfield Student.*
(e) Actual solicitation in connection with church, etc.

(5) *Exhibits.*

(a) Model equipment of Young Men's Christian Association office.
(b) Time and labor-saving devices for Young Men's Christian Association work.

(6) *Visitations.*

(a) Young Men's Christian Association tours.
(b) Young Men's Christian Association College office.
(c) Business institutions—department store, bank, factory, etc.

To introduce the student into the atmosphere of business life, the active coöperation of business men is sought in the work of instruction. Lectures are given by representatives of the following professions—banking, real estate, insurance, advertising, salesmanship and corporate management.

27. Association Bookkeeping

Miss Richardson, Senior year, winter term, four weeks, five hours per week, 20 points or 2 units.

This course presumes a proficiency in the principles of ordinary bookkeeping. Students who have not this acquaintance must secure it before entering the Senior year. The aim of this course is to fit the student to keep the books of a Young Men's Christian Association. The loose leaf system, arranged by Mr. L. B. Baker for local Young Men's Christian Associations, is followed. This system is in operation in the financial office of the College. Students not only receive instruction, but each man makes out a complete set of accounts covering a period of two months' activities and makes a financial statement showing the standing of the Association in every department up to date.

28. Camp Craft

Professor Affleck, Freshman year, spring term, five hours per week, 55 points or 5½ units.

The time is spent in camp with practice and training in all phases of tent pitching, fire building, bed making, cooking, etc., and with camp as center, the surrounding territory is used as a laboratory for actual practice in the various outdoor studies and activities. Boy scouting is given a prominent place, especially with students in the boys work course who have two extra afternoons per week devoted especially to scouting.

29. Secretarial Seminar

Dr. Doggett, Professors Burr, Cheney and Seerley, Senior year. A thesis counts 175 points or 17½ units. The object of this course is to study the habits and lives of young men, to study at first-hand the docu-

mentary sources of the Young Men's Christian Association and to learn the art of original investigation. Much of the success of the Young Men's Christian Association of the future will depend upon a scientific study of the habits and lives and characteristics of young men and boys. We need to know what young men are thinking about, how much money they earn, how they earn it and how they spend it, how they spend their leisure time, what is their social life, what is their religious life, how it should find expression, the temptations of young men and boys and how to meet them. A rich, unworked field is presented to the student in the many undeveloped themes in Association history and by its unsolved problems. Another object of the seminar is to fit the secretary to study his field. Many of the theses are sociological studies in Springfield or investigations which develop the power of observation and research. In the Senior year a thesis is prepared on a theme agreed upon between the student and one of the instructors. Students are allowed to prepare a thesis with any of the instructors in the College. The theses will be examined by a committee of the faculty consisting of Professor Burr, Dr. McCurdy and Professor Cheney. Each student will be expected to present his thesis for criticism and discussion at a public meeting of the seminar.

Students in the seminar are expected to devote one hour daily during the Senior year to research. The historical and physical libraries available to students make this work of great value. At the beginning of the fall term Dr. Doggett will meet all Seniors for a few lectures on methods of original investigations.

Leading Association workers are also invited from time to time to address these gatherings.

Student Theses, 1919-1920.

C. S. Burns, "American Statesmen and Democracy."
E. L. Corson, "Outline Studies of Social Institutions in the Hawaiian Islands."
C. G. Hewett, "The Christian Citizenship Training Program—A Means for Improvement."
A. G. Jeffrey, "Some Effects of Army Life on College Men."
W. J. LaPoint, "Dramatics in the Rural Community."
C. S. Leonard, "A Unified Community Church."
T. H. Leonard, "A Program of Boys Work in the County."
D. D. Mattocks, "The Y. M. C. A. among Colored Troops in France."
J. C. Reid, "A Fourfold Program for Young People."
P. A. Samson, "The Development of Community Singing."
G. T. Schwenning, "A Study in Leadership."
R. H. Smith, Jr., "A Study of Student Finance in Springfield College."
B. S. Tandy, "The National Army Unit as a Socializer."
R. C. Yeoman, "The Great War Values of the Canadian Young Men's Christian Association."

30. Practical Work

Students must secure a minimum of 60 points or 6 units in normal practice.

Unusual opportunities are offered for practical work and for getting an inside view of Association management. The Springfield, Holyoke and Westfield Associations, with their beautiful buildings and large memberships, furnish every facility to see and participate in the various phases of Association activity.

In addition to the normal practice in religious work, the secretarial students have opportunities for developing their powers along executive, educational and social lines, in which 40 points are required each year. Not only must the secretary be a religious leader, he must be a business manager as well. In fact, this qualification is of vital importance for his greatest success. He must be able to bring things to pass, to organize and to make complex organization effective. Executive positions in connection with the student Association, the senate, *Springfield Student* and classbook afford valuable training for a number of men. Laboratory experience in executive work is also given the student in the organizing of boys' clubs, in Sunday schools and among the working boys, and in directing the activities of the young people's organizations in the churches, etc. Recognizing the importance of the development of executive ability, at least one-fourth of the total number of points required must be gained in executive work.

The social leadership is developed by social committee service in the student Association, by social work at the boys' club and in the churches and by entertainments and outings with groups of boys.

Unusual opportunities are offered for gaining an intimate knowledge of the practical management of the Association. The Springfield Young Men's Christian Associations furnish every facility to see and participate in the various phases of the Association activities. A series of conferences are held each year at the Association building with the heads of the various departments, when the practical side of all phases of Association work is discussed. A careful study is also made of the management of the office. The men are enabled to see the committee work in operation and occasionally to visit a board meeting.

Junior Tour, 12 points or 1 unit. At the close of the winter term the Juniors spend three days in Boston and vicinity visiting the Young Men's Christian Associations and other agencies for social and religious service among young men and boys. The splendid new equipment of the Boston Association makes this trip of unusual value.

Senior Tour, 35 points or 3½ units. At the close of the winter term of the Senior year, a tour is made of the Associations at Bridgeport, Brooklyn, New York City, Philadelphia and Washington. This tour, taken under the direction of members of the faculty, gives an opportunity to study the actual workings of a large number of Associations. It is

quite different from a convention where Association topics are discussed. On this tour, by arrangements beforehand with the employed men of the Associations, from one-half hour's to an hour's interview is held in the office in which the work is carried on. The past year some twenty different Associations and institutions were visited and conferences were held with sixty different employed men on various phases of Association work. This included twelve directors of Association and college gymnasiums, twelve international and state secretaries and twenty-six secretaries of city Associations. The class was enabled to see the physical work in the gymnasiums of Yale, Columbia and Pennsylvania universities and in one of the New York City schools.

31. Physical Training

One of the great contributions of the Young Men's Christian Association to modern religious life is the discovery of the value of the physical approach to boys and young men. The use of plays and games, summer camps and the gymnasium as a means for religious education has not only greatly enlarged religious thought, but it has proved a practical means of winning men to Christian living. All secretaries and boys' directors need to understand the problems of physical education, not only that they may be able to promote from the administrative side the work of the physical department, but that they may, as opportunity offers, use this means for direct influence with boys and young men.

Professor Betzler, Freshman year, one hour per day, five days per week, 175 points or 17½ units. The first-year secretarial students have a thorough course in gymnastics, athletics and aquatics. Throughout the course emphasis is placed upon the development of organic vigor and the preparation of the students for a life of strenuous work. During the fall the men have soccer practice for the first eight weeks. They may elect rugby football with the physical class. During the indoor season the class is given an all-round graded course in gymnastics, athletics, aquatics and games. Theory discussions are given as a part of the floor work. During the spring term instruction is given in coaching in baseball, track, tennis and canoeing.

Professor Betzler, Sophomore year, one hour per day, three days per week, 105 points or 10½ units.

Professor Betzler, Junior year, one hour per day, two days per week, 70 points or 7 units.

Professor Betzler, Senior year, fall and winter terms, one hour per day, two days per week, 50 points or 5 units.

The Sophomore, Junior and Senior years pursue a regular progressive course in gymnastics, games, athletics and aquatics. During the Junior and Senior years opportunities are given for the development of class leadership. During the Senior year special attention is given to the development of tennis.

Graduation

(1) *Degrees.*

The basis of the secretarial course is a study of humanics; that is, the study of human nature—spiritual, intellectual, social and physical. This gives men a religious education and fits for social and religious service. Students who have fulfilled the requirements for admission described on page 106, who complete the four years' secretarial course, receiving on an average a grade not less than 80 per cent, and on their theses a grade not lower than worthy of praise, will be recommended to the trustees by the faculty for the degree of Bachelor of Humanics (B.H.).

(2) *Diplomas.*

Students who have fulfilled the requirements for admission in English, mathematics and history described on pages 106 and 107, and who have completed the three years' secretarial course of study and presented a thesis with a grade not lower than satisfactory, will be recommended by the faculty to the trustees for diplomas and will rank as graduates of the College.

County Work Course

Professor Campbell, *Director*

Committee for County Work Course

Horace A. Moses, Springfield, Mass., *Chairman*
Winthrop M. Crane, Dalton, Mass.
Albert E. Roberts, *County Work Secretary International Committee,* New York City
Kenyon L. Butterfield, Ph. D., *President Massachusetts Agricultural College,* Amherst, Mass.
Gifford Pinchot, Philadelphia, Pa.
D. Hunter McAlpin, M. D., *Chairman County Work Department Committee, International Committee,* New York City
Harold W. Foght, *President Northern Normal and Industrial School,* Aberdeen, S. D.
Edward W. Hazen, Haddam, Conn.
Charles J. Galpin, *Office of Farm Management, Department of Agriculture,* Washington, D. C.

General Statement

The Young Men's Christian Association was at first a city organization devoted chiefly to helping the commercial class of young men in our modern cities. Very soon, however, this work became adapted to special classes of young men, first students, then railroad men and later men in the army and navy and many other groups.

For twenty-five years there has been a determined effort to adapt the work of the Association to young men in rural communities. Robert Weidensall, the first secretary of the International Committee, who has pioneered so many Association undertakings, has been a leader in this work. Over two hundred and fifty employed officers are now engaged in promoting county work under the auspices of the Young Men's Christian Association.

The chief obstacle to the further progress of this movement is the lack of properly qualified leaders. It was to meet this increasing demand that the county work course was established at Springfield in the summer of 1914. Mr. Walter J. Campbell was invited to take charge. Mr. Campbell is a graduate of Princeton University and also of Princeton Theological Seminary. After several years' experience in a rural church he became a county work secretary, serving first in a local field and later in the service of the New York State Committee and the Pennsylvania State Committee. His eight years' experience in field work in this department has amply qualified him for this position.

The county work secretaryship calls for men of independence of character, personal leadership and an indefatigable, earnest purpose. Under

such leadership there is no doubt of abundant success. The rural field in spite of the growth of the modern city still contains the larger number of young men. These young men are responsive to the work of the Young Men's Christian Association and the county work secretaryship offers an unsurpassed opportunity for a life of useful service. The response which this new move has awakened, both on the part of the county work brotherhood and on the part of men looking forward to definite religious service in the country, amply justifies belief in its timeliness. While the course of study has been arranged primarily for the training of county secretaries for the Young Men's Christian Association, it furnishes an admirable supplementary course of study for the rural preacher or other rural leader.

A Four Years' Course

To meet the demand for adequately equipped men and likewise to provide the necessary background in agricultural science, a four years' course has been established, three years of which will be taken at Springfield College and one year at the Massachusetts Agricultural College at Amherst. The course will be arranged—the first and second years at Springfield, the third year at Amherst and the fourth year at Springfield. Students completing this course will be given the degree of Bachelor of Humanics (B.H.). Students taking the three years' course at Springfield without the additional year at Amherst will be graduated with a diploma.

Students so desiring, by taking postgraduate work at Massachusetts Agricultural College, Teachers College, Columbia University, N. Y., or Clark University, Worcester, Mass., may secure degrees of Bachelor of Science (B.S.) or Master of Arts (M.A.).

32. County Work—History and Methods

Professor Campbell, Senior year, three terms, five hours per week, 175 points or 17½ units.

I. *The History of County Work and the Evolution of the County Work Idea.*

1. The first local rural Association.
2. The county organization.
3. The county secretary.
4. The state department committee and state county work secretary.
5. The International county work department and secretaries.
6. Training centers.
7. Elements of strength and weakness shown by the line of historical development.

II. *The Philosophy of County Work.*

1. County work fundamentals.
2. Principles of religious work, Bible study, personal work, educational work, physical work and boys work.

III. *The Sociology of County Work.*

1. The field—intensive and extensive.
2. Analysis of a county.
3. Social groupings—normal and abnormal.
4. Place of county work among the rural social forces.

IV. *Organization.*

1. County work plan—international, state, county and local.
2. Development.
3. Relationships.

V. *Personal.*

1. The county secretary and his work.
2. The county committeeman.
3. The local leader.
4. Leadership discovery and development.
5. The personal life of the secretary.

VI. *Practice and Problems.*

1. Finances and the administration of the budget.
2. Conventions and institutes.
3. Corresponding membership.
4. Departmental activities—religious, educational, social and physical.
5. Summer activities and camps.
6. Extension work.
7. Inter-Association activities.
8. Coöperative activities.
9. Business administration and development of a permanent constituency.

VII. *Homiletics of County Work.*

1. Leadership training.
2. Publicity.

33. Rural Economics

Professor Campbell, Sophomore year, fall term, five hours per week, 65 points or 6½ units.

This course is devoted to the study of the public and social aspects of the agricultural industry. No one can be regarded as a safe leader or sane counselor in public affairs who does not realize that the most fundamental of all our economic problems is that of the relation of the people to the source of the food supply in the soil itself. The deepest problem of statesmanship is that of economizing, utilizing and conserving this potential food supply.

A general philosophical background for the study of the rural economy of the present is set up through the discussion of the place of agriculture in the general problem of human adjustment. The following topics are

stressed by lecture, classroom discussion and independent research on the part of the student.

I. *The Historical Background of Modern Agriculture.*

II. *The Factors of Agricultural Production.*

1. Land
2. Labor
3. Capital
4. Management

III. *The Distribution of the Agricultural Income.*

1. Rent
2. Wages
3. Interest
4. Profits

IV. *The Problems of Rural Social Life.*

1. Tenantry
2. Absentee Landlordism

V. *The Literature of Rural Economics.*

Text-books: "Principles of Rural Economics," Carver; "Agricultural Economics," Nourse; "Agricultural Economics," Taylor.

34. Rural Sociology

Professor Campbell, Sophomore year, spring term, five hours per week, 55 points or 5½ units.

A study of the organized agencies by which rural communities give expression to various forms of associated life and their contribution to rural betterment—domestic, economic, cultural, religious and political.

Special attention is given to the rural family, the rural school and the rural church.

In addition to the usual lecture and classroom discussion method, much attention will be given to first-hand survey investigations and community studies.

I. *The Rural Community.*

1. Rural migration—causes and results.
2. Social conditions and life of rural people—their influence on personal and institutional life.
3. Consequent problems—health, delinquency, dependency, morality, child labor.
4. Standards of living, cultural ideals.
5. Community consciousness and activity.
6. Business and political ethics.

II. *Social Groupings.*

1. Types of communities and characteristic temper of mind.

III. *Rural Institutional Life.*

IV. *The Literature of Rural Life.*

Text-books: "Introduction to Rural Sociology," Vogt; "The Rural Community," Sims; "The Challenge of the Country," Fiske; "Rural Life and Education," Cubberly; "The American Rural School," Foght; "The Evolution of the Country Community," Wilson; "Rural Manhood," "The Country Church and the Rural Problems," Butterfield; "Vital Problems in Rural Leadership," Campbell; "Readings in Rural Sociology," Phelan.

35. Courses in Coöperation with the Massachusetts Agricultural College, Amherst

Junior year, three terms.

The purpose of this coöperation with the Agricultural College is not at all to make scientific agriculturists, but rather to connect up in an intelligent and intimate manner the rural religious worker with the machinery of agriculture that he may coöperate effectively with the multitude of agencies now giving thought and attention to the economic, social and educational needs of the farmer.

I. *The Organization and Development of Rural Community Life.*

1. *Coöperative Organization and Marketing.* Dr. Cance. The characteristics of New England agriculture as an industry—land, labor, markets, transportation, farmers' business organizations.

2. *The Redirection of Rural Education.* Professor Hart. Courses of study—supervision, preparation of teachers, the place of the school in the social organism, boys' and girls' club work.

3. *Application of Sociology and Economics to Community Development.* Professor Phelan and Professor Sims. Methods of work, etc.

4. *Rural Organization.* President Butterfield. An analysis of the main elements in the question of American rural development—rural adjustment, rural policy, national statesmanship in rural affairs.

5. *Civic Improvement.* Professor Waugh. How to carry on civic improvement—technical problems and the principles involved, its relation to general community development.

II. Additional courses offered for Springfield men at Amherst are as follows:

Soil Fertility
Field Crops
Marketing
Fruit Growing

Poultry
Rural Sanitary Science
New England Rural Life
Botany
Journalism

III. Frequent seminar periods of two hours each are held for the informal discussion of vital topics in the field of agricultural organization, extension or practice.

36. Physical Work

The gospel of wholesome play and the moral reactions of clean athletics are lessons which the country is only beginning to learn. The value of the physical approach to the life of the boy and young man has been recognized by the Association and the country boy is no exception except possibly that there is need of special emphasis on the ministry of play and recreation in breaking down the ill effects of drudgery and isolation.

In physical work the county work students take the same course as the secretarial men, including gymnastics, athletics and aquatics. Additional emphasis is placed on the mastery of a varied curriculum of games, involving little or no equipment, the promotion and supervision of athletic meets and play festivals and pageants.

37. Normal Practice

Students must secure a minimum of 60 points or 6 units in normal practice for graduation.

No amount of theoretical knowledge will ever make an efficient county secretary unless he is able to translate his theory into practical achievement when confronted with the challenge of need, whether it be the leading of a group of boys or the redirecting of the life and ideals of a community. Through the coöperation of the County Work Department of the Massachusetts State Committee in Hampden County and adjoining counties, abundant opportunity is afforded for testing the qualifications of the men in practical effort. No man will be allowed to graduate from the county work course who is not able to handle his normal work acceptably to the director of the course and the Massachusetts State County Work Secretary. The variety of opportunity for experience is suggested by the different types of activity promoted by the county work students the past season—boy scouts, boys' brigades, rural Young Men's Christian Associations, men's brotherhoods, Sunday school teachers and superintendents, religious deputations, play demonstrations. Six country churches supplied regularly—community surveys, rural home and organization census work, fathers' and sons' banquets, Sunday school teachers' training classes.

38. The Weidensall Society

A voluntary organization of students for the study and discussion of rural life problems and literature and for personal development in character and in facility and power in public debate. This new literary society, while not limited in membership to county work men, gives its attention nevertheless to rural life topics. The society meets each Monday evening throughout the year and combines in its program the functions of a social organization, a literary society and a seminar. This society is affiliated with the federation of Collegiate Country Life Clubs.

39. "William B. Warne, Jr., Memorial"

The county work bookshelf is maintained by a special memorial fund. This makes available for study and reference purposes a constantly growing volume of the best and latest material on country life.

40. Thesis

A thesis prepared under the supervision of one of the members of the faculty is required for graduation.

Boys Work Course

Professor McCarty, Director

General Statement

One of the certain evidences of progress, humanly speaking, is the larger recognition of the importance to life of childhood and adolescence. The significance of attitude and habits formed by the eighteenth birthday is so well understood that many leaders of education, secular and religious, feel that the best leadership of society should be available to youth during these formative years when lasting decisions, favorable or unfavorable to self and society, are being made. The expanding program of work with boys by the church, school and state calls for a large number of properly prepared leaders and it is the function of this course to help make possible this preparation. The Young Men's Christian Association has demonstrated a special fitness for coöperating with these fundamental institutions of society, including also the home and industry. It is a work that should be done, not by novices, but by men who have acquired a culture and a technical proficiency under the direct guidance of seasoned leaders. No investment of life could mean more to mankind than as a worker with boys and a trainer of leaders of boys, but the preparation should be in proportion to the greatness of opportunity.

The College offers a practically unrivaled course of preparation for prospective boys work directors. A four-year course of subjects, chosen after very careful study, makes possible the most effective mental development. A carefully graded program of physical work, covering four years, insures personal physical fitness in this sphere of life so interesting to youths. Leadership of groups of boys in the local churches, schools, industries, Young Men's Christian Associations, boys' clubs and boy scouts helps to round out the best possible preparation for this work. In addition to the one member of the faculty most responsible for the students taking this course, there are several faculty members who are recognized as experts in lines of work directly pertaining to boys. Drs. Seerley and Dawson and Professors Burr and Cheney have won a very general recognition by their writings and lectures on various phases of boy life. Professor McCarty, the director of this course, was for fourteen years an employed officer in the boys department of the Young Men's Christian Association. In addition to these resident leaders, arrangements are made for bringing to the College from time to time some of the most successful workers with boys from the field, thus insuring the most up-to-date message for men preparing for leadership of boys.

41. Principles and Methods of Work with Boys

Professor McCarty, Junior year, fall and winter terms, five hours per week, 120 hours or 12 units.

(1) *Principles.* Fall term. An understanding of the boy—his interests,

activities and relationships; his home, church, school, community and employment. Prescribed reading.

(2) *Methods.* Winter term. Programs of work with boys—grammar school, employed and high school boys; the Christian citizenship training program. Prescribed reading. Opportunities for work in local institutions.

For complete four-year course see page 31.

42. Physical Work

If you wish to create a new enthusiasm in the mind of an individual it is necessary to relate it to some conscious enthusiasm already operating in that mind. Youth is quite consciously enthusiastic about play and sports and the individual who knows how to coöperate with them in this sphere of interest has a decided advantage for influencing their more permanent enthusiasms. With this service in mind, a four-year course of graded physical work has been carefully worked out for boys work students, which not only insures personal health, but prepares for leadership of physical activities during student days and following graduation. Students taking the boys work course who are not physically disqualified are expected to participate in all of the major sports except football, and they may elect this if they desire.

43. Normal Practice

A happy balance of study, instruction and practice is essential to the most effective type of education. For this reason students are required to do a reasonable amount of normal work under careful supervision by teachers and upper classmen. Confidence born of achievement inspires to greater effort and so produces an efficiency that only study or classroom lecture could never produce. A most cordial working relationship exists between the churches of the city, the city Young Men's Christian Association and the boys' club and boy scouts, thus affording opportunity for self-expression along many lines mutually helpful. Leadership of groups of boys in physical, social and religious work on Sundays and week days, some of which work is financially remunerative, proves to be helpful to all concerned.

44. Thesis

Each Senior is required to prepare a thesis acceptable to the faculty committee on theses. A theme on some phase of boy life is chosen and developed.

45. Field Science

See General Course, page 41.

46. Camp Craft

See General Course, page 54.

47. Playground

See General Course, page 81.

Course for Industrial Secretaries

COMMITTEE ON ORGANIZATION

BENJAMIN A. FRANKLIN, *Chairman,* Springfield, Mass.
CHARLES R. TOWSON, *Vice Chairman,* New York City
GEORGE W. TUPPER, Boston, Mass.
ROBERT B. WOLF, New York City
E. H. BETTS, Troy, N. Y.
THOMAS N. CARVER, Cambridge, Mass.
RALPH L. CHENEY, *Secretary,* Springfield, Mass.
————————, *Director*

Industry has many vital problems in these days of reconstruction, but none more challenging than the problem of personnel. There is a supreme need of a mutual democratic Christian agency with an all-round program of service with trained leadership and expert supervision.

In May, 1920, a group of thirty-two leaders in industrial work in the East held a conference at Springfield to consider with the College faculty the problem of securing trained leadership for service in industry. The College offered its equipment and facilities for such training. Secretaries from the industrial department of the International Committee, state committees and local Associations heartily agreed to coöperate in providing the technical instruction needed by the appointment of a "visiting faculty."

The following committee on recruiting was appointed:

BLAKE A. HOOVER, *Chairman,* Springfield, Mass.
L. T. CROSSMAN, New Haven, Conn.
JEFFERSON C. SMITH, Waterville, Me.
M. J. BRINES, Boston, Mass.
G. O. PIERREL, Worcester, Mass.
PERLEY A. FOSTER, Concord, N. H.
ELMER GALLOWAY, New York City

This course aims *first,* to "industrialize" all the students of the College in whatever department; *second,* to train primarily employed officers of the Young Men's Christian Association to work in industry whether they be industrial, Americanization or general secretaries or physical directors expecting to work in industrial fields.

The course of study covers four years for high school graduates. College graduates will be given advanced credit and can complete the course in one or two years, depending on the previous branches of study followed.

It is desirable that a student should have had previous experience in physical, social or religious work among men in industry.

A committee on curriculum was appointed, consisting of the following men: Fred H. Rindge, Jr., chairman, M. J. Brines, Hanford M. Burr, L. T. Crossman, Blake A. Hoover and G. O. Pierrel. This committee in co-

operation with the faculty has developed a course, covering both a curriculum of studies and a curriculum of activities. For outline of course see page 32. The report of this committee is embodied in the following curriculum:

48. Courses in Religion and Ethics

New and Old Testament, Social Ethics emphasizing the ethics of industrial relations, Personal Ethics, Religious Education, History of the Y. M. C. A., History of Christianity and Comparative Religions.

49. General Courses

English and Literature, Physiology and Personal Hygiene, Psychology, Business Administration, Contemporary Civilization, Sociology.

50. Courses in Social and Economic Science

Economics, Labor Movement, the Organization of Industry and Industrial Relations, Urban Sociology, Social Psychology, Public Hygiene, Ethnic Groups in Industry.

51. Technical Courses

The Field and Fundamentals of Association Industrial Work, Principles and Policies of Association Industrial Work, Religious Service in Industry, Educational Service in Industry, Physical and Recreational Program in Industry, Social and Economic Program in Industry, Americanization, Volunteer Leadership, The Boy in Industry, Service with Foremen and Plant Executives.

This Curriculum is Supplemented by

(1) *Laboratory work* in Springfield such as teaching English to foreigners, coöperating in shop meetings, leading educational groups of American workingmen, handling clubs of employed boys, leading recreational and athletic work, promoting social activities in coöperation with the City Y. M. C. A. in Springfield and with other near-by city Associations.

(2) *Special lectures* in connection with the various courses by employers, labor leaders, welfare managers, Association secretaries and others.

(3) *Observation trips* to study the welfare work of various industrial plants and other agencies.

(4) *Practical experience* during the summer months for which credit might be given, such as working as a laboring man or an assistant to some experienced industrial secretary.

Physical Education Course

Faculty

Doctor McCurdy, Director; *Physical Diagnosis, Administration, Gymnastics*

Professor Berry, Associate Director; *Physiology, Gymnastics, Athletics, Physiology of Exercise*

Professor Affleck; *History of Physical Training, Hygiene, Anthropometry, Aquatics*

Professor Johnson; *Mathematics, Physics, Normal Work*

Professor Otto; *Anatomy, Playground Administration, Gymnastics, Athletics, Normal Work*

Professor Betzler; *Massage, Medical Gymnastics, Gymnastics*

Professor Wade; *Chemistry*

Professor Brock; *Director Normal Practice, Gymnastics, Athletics, Administration*

Professor Judd; *Gymnastics and Athletics, Varsity Gymnastic Team Coach*

Tutors

E. F. Abercrombie, *Aquatics*
G. H. Aylesworth, *Medical Gymnastics*
G. D. Barclay, *Baseball, Soccer*
R. H. Begg, *Soccer*
D. G. Bennett, *Baseball, Rugby*
J. P. Beukema, *Aquatics, Gymnastics*
E. R. Bradley, *Soccer*
C. L. Bryant, *Aquatics, Gymnastics*
R. W. Cammack, *Track, Rugby, Gymnastics*
C. L. Carling, *Baseball*
H. G. Carlson, *Baseball*
W. B. Chase, *Soccer, Cross Country, Games*
F. J. Civiletto, *Rugby*
A. A. Clegg, *Soccer, Gymnastics*
C. C. Cowell, *Rugby*
A. R. Crawford, *Mathematics*
I. D. Custer, *Physics*
C. K. Delano, *Rugby*
A. E. Dome, *Rugby, History of Physical Training, Baseball, Gymnastics*
F. R. Eastwood, *Canoeing, Soccer, Aquatics, Gymnastics*
C. H. Edwards, *Track, Rugby, Gymnastics*

Rudolph Fahl, *Track, Chemistry, Gymnastics*
A. F. Fink, *Baseball, Soccer*
Judson Ford, *Rugby, Gymnastics*
Henry Goddard, *Boxing*
C. W. Graves, *Gymnastics*
V. H. Hartshorn, *Gymnastics*
H. H. N. Hillebrandt, *Baseball, Gymnastics*
G. C. Hobart, *Baseball*
F. R. Hoercher, *Aquatics*
D. G. Hosley, *Baseball*
L. C. Husbands, *Baseball, Rugby, Gymnastics*
A. G. Jeffrey, *Baseball*
M. R. Johnson, *Canoeing, Track*
L. J. Judd, *Track*
E. W. Ladd, *Aquatics*
R. H. Lavik, *Baseball, Playground*
J. S. Law, *Soccer, Cross Country*
H. L. MaLette, *Pianist*
J. O. P. Manherz, *Aquatics*
F. S. Mathewson, *First Aid*
E. J. Mazeski, *Soccer*
E. F. McCann, *Baseball, Soccer, Gymnastics*
K. L. McCaskie, *Aquatics, Gymnastics*
F. J. Moench, *Track*
K. G. Montague, *Wrestling*
C. P. L. Nicholls, *Aquatics*
F. J. Noren, *Baseball, Soccer*
E. W. O'Donnell, *Rugby, Gymnastics*
W. T. Osborne, *Soccer*
A. S. Peabody, *Baseball, Track, Soccer, Cross Country, Aquatics*
R. W. Peters, *Hygiene, Anatomy, Gymnastics*
L. H. Purvere, *Baseball*
F. A. Robbins, *Gymnastics*
A. F. Schaefer, *Rugby, Gymnastics*
C. F. Simon, *Aquatics, Gymnastics*
J. H. Starr, *Soccer, Aquatics, Gymnastics*
J. W. Steinhilber, *Baseball, Soccer, Aquatics, Gymnastics*
C. E. Stevens, *Normal Work*
Robert Stone, *Gymnastics*
E. P. Twombly, *Baseball*
F. M. Van Wagner, *Track*
E. H. Ward, *Baseball, Rugby, Aquatics, Gymnastics*
W. L. Watson, *Rugby*
L. A. Watters, *Rugby, Aquatics*
E. L. Williams, *Baseball, Soccer*
E. H. Ziegler, *Physiology*

General Statement

This teachers' course in physical education plans definitely to do two things: *First,* the course aims to give a thorough technical training in the theory and practice of physical education in all its branches. *Second,* the course endeavors to coördinate all the studies and activities in religious and physical education into a coherent whole which shall develop physical education leaders who are also the religious leaders and character builders of the adolescent youth. It aims to assist in the formation not only of a curriculum of instruction, but a curriculum of activity related to health and moral development.

There is no part of the country where athletics are more fostered, where the college athletic teams are better trained or where the local Young Men's Christian Associations are more vigorous in their physical work than in New England.

The students visit the majority of the following named first-class gymnasiums during their course: The Association gymnasiums at Boston, Providence, Cambridge, Holyoke, Hartford, New York,—Twenty-third Street, West Side, Harlem,—Brooklyn, Philadelphia; college gymnasiums—Harvard, Amherst, Yale, Columbia, University of Pennsylvania; New York Athletic Club; schools of gymnastics—Sargent Normal School, Wellesley College teachers' course.

Nowhere else in the country could this valuable experience be gained with so little expenditure of time and money.

The fine gymnasium of the local Association affords illustration of a model work. A well-organized course in physical training is conducted in the Springfield public schools.

The location of the College upon Massasoit Lake furnishes an excellent opportunity for training in swimming, boating, canoeing and skating. A portion of the field is flooded and a rink constructed for ice hockey.

The rise of the playground movement and the increased demands in recent years for physical directors for schools and colleges have led to the addition of a course in methods devoted to these departments. As the playground work comes largely in the summer time many of the students are enabled to secure appointments for the vacation season.

Men in the Sophomore, Junior and Senior years who have low physical practice grades will be required to elect additional practice periods.

Graduation Requirements.

Degrees. The basis of this course is the studies which fit a man for thorough scientific work in physical training. Students who have fulfilled the requirements for admission described on page 106, who complete the four years' physical course, receiving in each subject a grade of not less than 80 per cent, and on their theses a grade not lower than worthy of praise, will be recommended to the trustees by the faculty for the degree of Bachelor of Physical Education (B.P.E.).

College graduates are required to take for graduation eight theory courses (twenty hours per week for two years), of which three are in religious education or allied subjects and five in physical education theory. In physical education practice they are required to complete the work for the last three years.

Diplomas. Students who are not high school graduates, but who have fulfilled the requirements for admission in English, mathematics, history, physics and chemistry, described on pages 106 and 107, and who have completed the three years' physical course of study for diploma men with a grade of 70 per cent, will be recommended by the faculty to the trustees for diplomas and will rank as graduates of the College.

Physical Education Theory

The duties of a modern physical director demand that he shall be able to make an intelligent examination of a person who comes to him for advice; that he shall be able to wisely counsel with him in regard to food, clothing, sleep, work, exercise, and in general all those topics which are related to "living at one's best"; to put men into the condition of highest vitality and effectiveness in any line is his first work. He must take into account the intimate relationships existing between body and mind and must understand their mutual effects. He must be able to make his gymnasium and play fields places of real recreation as well as of body building.

To accomplish these various ends, he must know the body and its laws (anatomy, physiology and hygiene). He must have a detailed knowledge of the effects of exercise upon the body (physiology of exercise). He must know how to get men into the best condition for the performance of any physical effort (training). He must be acquainted with the fundamental relations existing between a man's reproductive system and his bodily, mental and spiritual states (personal purity). He should know what to do in case of accidents (first aid to the injured). He must be able to make an intelligent examination of the heart, lungs and other organs (physical examination). He must know how to measure and test men and how to study these measurements in groups (anthropometry). He must know how to prescribe exercise for those needing remedial gymnastics sent to him by physicians (prescription of exercise). He must have at his service the experience of those of the past (history, literature, philosophy of physical training). He must be perfectly familiar with all the work which he is to use or teach (gymnastics, athletics, aquatics, games, sports, etc.). He must be familiar with details of the management of the physical department of the institutions with which he will probably be connected (Young Men's Christian Association, college, school, playground, recreation center, boy scouts, boys' club, church club). Each student prepares a working bibliography of the subjects in the course. Instruction is given in bibliographical methods.

52. Biology and Histology

For description of the course in biology see page 41.

Histology. The last three weeks of the spring term, Freshman year, is devoted to a histological study of the mammalian body with emphasis upon human tissues.

Laboratory. An acquaintance with the tissues is aimed at rather than a knowledge of microscopic technique.

Text-books: Gray's "Anatomy," Lea Brothers, Philadelphia; "Gymnastic Kinesiology," Skarstrom, American Physical Education Association, Springfield, Mass.; "A Manual of Normal Histology and Organography," W. B. Saunders Co., Philadelphia. The laboratory fee for the course is $2.00.

53. Anatomy

(1) *Gross Anatomy.* Professor Otto, Sophomore year, fall and winter terms, five hours per week, 120 points or 12 units. Gross anatomy of the body and its parts. The body as a machine. The course aims to give the anatomical knowledge basal to a thorough understanding of the mechanical problems in gymnastics, athletics and corrective gymnastics. This includes a study of the bones, articulations, muscles, muscle insertions, leverage, and of the combined action of muscles and the mechanism of bodily movements. Demonstrations on individuals are conducted to illustrate the mechanical laws applied to gymnastic apparatus work and athletics.

(a) *Bones.* A careful study is made of the bones of the body with special reference to muscular attachments.

(b) *Ligaments.* A thorough study is made of the joints of the body including the synovial membranes, ligaments and muscular attachments with special attention to those joints most likely to be injured in athletic contests, such as the knee, shoulder and ankle. A careful study of flat foot is made.

(c) *Muscles.* Muscles are studied with respect to their functions. Demonstrations and laboratory practice are conducted on the dissection of cats and on surface anatomy.

(d) *Animal Mechanism and Kinesiology.* Skarstrom's "Gymnastic Kinesiology" is used as a text for this work, supplemented by special lectures, discussions and demonstrations, members of the class serving as models for illustrating the correct and incorrect way of doing exercises in calisthenics and in gymnasium apparatus work. For the latter purpose the class assembles on the gymnasium floor and the mechanical principles involved in fundamental exercises such as the upstart, uprise, body circles, giant circles, etc., are demonstrated.

(e) *Circulation.* A study of the heart, arterial, capillary and venous system is made.

(f) *Digestive Apparatus.* The alimentary tract is studied by demonstration with cats and models.

(g) *Nervous System.* Covers a study of the brain, spinal cord, the main nerve tracks and the sympathetic system.

(h) *Reproductive System.* A thorough study of the reproductive system.

54. Mathematics and Physics

(1) *Algebra.* Professor Johnson, Freshman year, fall term, five hours per week, 65 points or 6½ units. Text used, Hawkes' Advanced Algebra. The course covers a thorough review of algebra through quadratics with special emphasis on graphs, also taking up mathematical induction, binomial theorem, arithmetical and geometrical progression, permutations and combinations, logarithms and other phases of college algebra.

(2) *Advanced Physics.* Professor Johnson, Freshman year, winter term and part of spring term, 15 weeks, five hours per week, 75 points or 7½ units. This course will deal with kinematics, dynamics, statistics, work and energy, friction, machines, kinetics, gravity, mechanics of fluids and gases, sound, heat, magnetism and electricity.

(3) *Physiological Physics.* Professor Johnson, Freshman year, latter part of spring term, six weeks, 30 points or 3 units. A study of the laws of physics as applied to the problems of physiology such as the flow of liquids in tubes, blood pressure, blood velocity, intrapulmonic and intrathoracic pressure. Physiological stimulation by induction coils, demarcation current, negative variation, osmosis, osmotic pressure. The laws of the lever, momentum, etc., applied to gymnastics and athletics.

55. Chemistry

Professor Wade, Sophomore year, five hours per week, 175 points or 17½ units. The object of this course is to give the student a fundamental preparation for the later study of physiology and hygiene in their relation to physical education and medicine. Lectures, recitations and laboratory work are carried on throughout the year. One year of secondary school chemistry is a prerequisite to admission to this course.

(1) *Advanced General Chemistry.* Fall term. A rapid review of general chemistry with emphasis upon the non-metals and theoretical chemistry. Text-book: "A Course in General Chemistry," McPherson & Henderson.

(2) *Organic Chemistry.* Winter term. The fundamentals of organic chemistry.

(3) *Special applications to physical education.* Spring term. The chief emphasis is upon physiological chemistry.

Laboratory fee, $8.00.

56. Modern English Literature

Mrs. Doggett, Senior year, winter and spring terms, two hours per week, 44 points or 4 units. This course is designed as a study of those modern and contemporary English writers, poets, novelists and dramatists, who reflect

the present tendencies in social, political and religious thinking, or who have especially influenced present thought.

The method used is directed towards the cultivation of taste and the creation of a genuine appreciation of art in literature.

Text-book: "English Literature during the Last Fifty Years," Cunliffe.

57. Physiology

(1) *Physiology.* Professor Berry, Junior year, five hours per week, 175 points or 17½ units. The instruction consists of recitations, lectures and laboratory work. The viewpoint of the course is towards physiology of exercise and personal hygiene rather than medicine. It includes a study of circulation, respiration, digestion, absorption, excretion, metabolism, nutrition, animal heat, muscle, nerve, central nervous system and the special senses.

(a) *Digestion, Metabolism and Dietetics.* The chemistry of digestion as discussed under physiological chemistry is reviewed and its application to metabolism is pointed out. The modern point of view regarding nutrition, high and low protein diet, etc., is thoroughly discussed and its application to training table diet and athletic performance and modern sedentary life is pointed out.

(b) *Circulation.* Study of heart rate, blood pressure and the physics of the circulation, laying the foundation for the study of the effect of exercise upon this function.

(c) *Respiration.* Study of inspired and expired air and of its application to ventilation, second wind, etc.

(d) *Muscles and Nerves.* The problem of contraction of muscle, the effect of temperature, fatigue, etc., upon the muscle curve and its relation to athletic performance.

(e) *Central Nervous System.* Function of the brain, cerebellum and cord.

(f) *Special Senses.*

(g) *Laboratory Practice.* Laboratory practice is carried on illustrating the above, students to devote three days per week to this work. Fee, $3.00.

The major portion of the experimental work at present consists of studies of the effect of exercises of speed, strength, skill and endurance on circulation, muscle and nerve. The effect of exercises of speed, strength, skill and endurance on heart rate, pulse characteristics and arterial pressure is studied in detail. In the fatigue studies with the ergograph, three types of instruments are used, the weight ergograph, the spring ergograph (isotonic method), and the spring ergograph (isometric method). On days of laboratory work, an additional hour of class attendance will be expected of the student.

Text-books: Howell, "Text Book of Physiology"; Stewart, "Manual of Physiology and Practical Exercises." Collateral reading: Schafer, "Text

Book of Physiology"; Tigerstedt, "Lehrbuch der Physiologie des Menschen"; Hill, "Recent Advances in Physiology and Bio-Chemistry."

(2) *Physiology of Exercise.* Professor Berry, Senior year, winter term, five hours per week, 55 points or 5½ units. This course consists of lectures, laboratory work, the preparation of digests and recitations upon assigned subjects. Seven introductory lectures are given, showing the biological setting of the problems of exercise in their relation to the health of the individual and the race. The material for the lecture and recitation course is covered in part by the following books and periodicals. The required readings are starred, the others are recommended: *Tyler, "Growth and Education"; *Goddard, "Feeble-mindedness, Its Causes and Consequences," Chapters 1, 2, 6, 7, 8, 9, 10; Goodman, "Blood Pressure," Chapters 1-4, inclusive; *Gulick, "Physical Education by Muscular Exercise"; *Drummond, "Ascent of Man"; Walter, "Genetics"; *Goldmark, "Fatigue and Efficiency"; *Cannon, "Bodily Changes in Pain, Hunger, Fear and Rage," Chapters 2, 6, 7, 8, 11, 12, 15; Crile, "Origin and Nature of the Emotions"; Stiles, "The Nervous System and Its Conservation," Chapters 8 and 9; Jordan, "War and the Breed"; *Thomson, "Heredity."

58. Hygiene

(1) *Personal.* Professor Affleck, Sophomore year, fall term, five hours per week, 65 points or 6½ units. Health from the standpoint of the individual's condition is largely a result of the care given the body. Special attention is given to the following processes and organs:

(a) *Digestion.* Care of teeth, selection and preparation of food, disorders.

(b) *Respiration.* Nose, common affections, adenoids, mouth breathing, throat, tonsils, care of voice. Chest and lungs, posture and shape of thorax, types of breathing.

(c) *Circulation.* Effects of various types of exercise, oxygenation of blood.

(d) *Skin.* Bathing, kind and effects. Clothing, various fabrics and weaves. Shoes, shape, etc.

(e) *Eye and Ear.* Common difficulties, tests, glasses.

(f) *Brain and Nervous System.* Fatigue, overwork, recreation. Narcotics and stimulants, precautions, sleep.

Immunity. General vigor as condition of efficiency and precaution against disease.

Text-books: "Personal Hygiene," Pyle; "Hydrotherapy," Kellogg; "Prolongation of Life," Metchnikof; "Science of Living," Sadler; "Care of the Body," Woodworth.

(2) *Public.* Professor Affleck, Junior year, winter term, five hours per week, 55 points or 5½ units. Health as influenced by individual's environment. The chief topics given special consideration are: Water, public supply, purification, etc.; air and ventilation, impurities, methods of securing adequate supply; heating and lighting, requirements, adminis-

tration; disposal of sewage and other refuse; soils, constituents and influence; communicable diseases and their prevention; hospitals, quarantine, disinfection; climate; vital statistics.

Text-books: "Practical Hygiene," Parkes; "Treatise on Hygiene," Stevenson & Murphy; "Principles of Hygiene," Bergey; "Air, Water, Food," Richards and Woodman; "Practical Hygiene," Harrington; "Hygiene and Sanitation," Egbert.

(3) *School.* Professor Affleck, Junior year, spring term, five weeks, five hours per week, 25 points or 2½ units.

School hygiene is separately treated, including furniture, postural defects, growth and fatigue, the curriculum, playground, recesses, games, medical examination and defects.

Text-books: "School Hygiene," Shaw; "School Hygiene," Kotelman; "Medical Inspection of Schools," Gulick and Ayres.

(4) *Building.* Professor Affleck, Junior year, spring term, six weeks, five hours per week, 30 points or 3 units.

The following are among the most important topics: Study of city, agencies and facilities existing for health and exercise, further needs, policy of Association, especially of physical department, as determining requirements of gymnasium, funds available for construction and maintenance; location, size, relation of various features of physical department to each other and to other departments; lighting, amount required, sources, kinds and expense of artificial lighting; heating, requirements of temperature, humidity, etc.; methods, direct, indirect, various combinations; heating and lighting plants; ventilation, quantity of air required, methods of providing and distributing, removal of impure air; details of plans, materials, construction, equipment and care of offices and examining rooms, bathrooms and fittings; natatorium, overflow, heating and filtering water; lockers, dressing and toilet rooms, main and auxiliary gymnasiums including running track and visitors' gallery, special rooms, e.g., handball, bowling alleys, boxing, leaders' clubs, storage and supplies, etc.; janitorial methods.

59. Anthropometry and Physical Examinations

Professor Affleck, Junior year, fall term, five hours per week, 65 points or 6½ units. Treated through lectures, discussions, digests, assigned readings and laboratory practice.

(a) *Historical.* Origin of the science. Laws of human proportions. Sketch of military, college and public school anthropometry.

(b) *Values.* Statistical and diagnostic value of measurements. Comparative value of various kinds of anthropometric tables. Relative value and point of view for taking individual measurements. Comparative value and adaptation of various forms of strength tests—Intercollegiate, Kellogg's, Sargent's, etc.

(c) *Statistical Methods.* The ideal, type, average, mean, probable deviation, probable error, etc., defined and discriminated. The whole process

of construction of anthropometric tables is demonstrated to the student by practical problems in their actual construction.

The generalizing and individualizing methods of observation. The absolute annual increase in growth and the relative annual increase. The correlation of anatomical and physiological tests.

(d) *Laws of Growth.* Comparative growth in height, weight, lung capacity, strength, etc. Racial, seasonal and diurnal rhythms, including the whole discussion of acceleration and retardation of growth and assigned causes. Nascent periods, age of puberty, Bowditch's law, etc. Changes in growth produced by environment; influence of exercise upon growth; of disease; of occupation; nationality, etc. Physical basis of mental efficiency.

(e) *Types of Development.* The typical college man, college woman, strong man, sprinter. American boys and girls.

Text-books: "Manual for Physical Measurement" (Boys and Girls), Hastings; "Anthropometry and Physical Examination," Seaver; "Manual of Mental and Physical Tests," Whipple.

60. Physical Diagnosis, Prescription of Exercise

Dr. McCurdy, Senior year, fall term, five hours per week.

(1) *Physical Diagnosis,* 40 points or 4 units. Study of the appearances, conditions, defects and deformities likely to be met with in the examining room. Method of examining the heart, lungs, etc., to prepare the student to assume such responsibilities as may properly rest upon the physical director and to protect those who may come under his charge against unwise exercise and habits of life.

(2) *Prescription of Exercise,* 25 points or 2½ units. The adaptation of various forms of exercise to the needs of the individual. Exercise as affecting:

(a) *Form.* The thorax. Effect of prolapse of viscera. Methods for their restoration. Position of the shoulders, raising and lowering shoulders. Ætiology of unevenness. Shoulder blades flattening against the trunk. The building up of small parts. The reduction of fat. Spinal curvatures.

(b) *Vitality.* Special need of exercise during present civilization. Neurasthenia. Deficient nutritive ability. Relation of exercise to vitality. Exercise with reference to temperament. Large versus small dosage.

(c) *Disease.* Congestions; hernia; constipation; cardiac weakness; cardiac insufficiency; partial paralysis; indigestion. The writing out of prescriptions to suit special cases. Strength tests as a basis for prescription.

(3) *Training.* Preparatory to athletic competition.

The object of the course is to enable the student to prescribe exercise intelligently. In so far as this laps over the field of medical practice in the treatment of disease, the aim is to enable the student to take the general instructions of the physician, render them definite and carry them out effectively. The limitations of this treatment are carefully considered.

Text and reference books: "Physical Examination and Diagnostic Anat-

omy," Slade; "Medical Inspection of Schools," Gulick and Ayres; "Medical Examination of Schools and Scholars," Kelynack; "Health and Medical Inspection of School Children," Cornell; "Medical Inspection of Schools," Hogarth; "Exercise in Education and Medicine," McKenzie; "Occupational Diseases," Thompson.

61. Medical Gymnastics

Professor Betzler. An elective course in medical gymnastics will be offered to Seniors in 1921 and to other qualified men. The clinical facilities at present allow a limited number to elect work in medical gymnastics.

The work consists of the treatment of bad postural habits and deformities, kyphosis, lordosis, scoliosis. Gymnastic treatment is given for infantile paralysis, for stiffened joints, for obesity, for constipation, for cardiac weakness and other ailments amenable to gymnastic treatment. The exercises are taken under the advice of regular physicians.

62. Physical Education Administration

Dr. McCurdy and Professor Brock, Senior year, spring term, ten hours per week, 110 points or 11 units.

The chief national organizations for the administration of physical activities will be studied. This will include such organizations as the Athletic League of North America (Y. M. C. A.), the Amateur Athletic Union, the various intercollegiate Athletic Associations (faculty and student), the National Educational Association (physical section) and the North American Gymnastic Union. The object will be to familiarize the students with the essential facts concerning the methods of administration in these organizations. The best methods of organization and administration for local institutions will receive careful attention. In the Young Men's Christian Association consideration will be given to the organization of the physical department committee with the various subcommittees, the relation of these committees to the board of directors, to the general secretary and to the physical activities in organizations outside of the Association. This will include a study of the various forms of extension work. In educational institutions the methods of organization will be studied. This will include public schools (elementary, grammar and secondary), private secondary schools, normal schools (state and private) and the colleges and universities. The administration of municipal gymnasiums will be studied. The class will consider the work of the officers of administration and instruction, together with the personal qualities needed for successful work in the various branches of physical education.

The essentials of a thorough business administration in relation to finances, to office management, to the methods of publicity and to the administration of the property will receive careful attention. The administration of the activities of the physical education department in gymnastics, athletics and aquatics is studied.

63. Play and Playgrounds

With the remarkable growth of the playground movement and the excellent opportunities for service offered by this new phase of effort has come a demand for play leaders, trained and consecrated to the service of the people. The technical course includes several of the subjects previously offered in the regular curriculum, to which has been added a series of special lectures and prescribed readings and practice. Throughout the entire course special attention is given to the literature of the subject, using as texts, "American Playgrounds," by Mero, and "Playground Technique and Playcraft," by Leland. A selected working bibliography is required of each student.

The outline follows:

(1) *Playground Methods.* Professor Otto, Freshman year, spring term, five hours per week, ten weeks, 55 points or 5½ units. This course is open also to students in the secretarial department. In this course, which is intended to supplement those indicated below, consideration is given to the following:

(a) *Philosophy.* Nature, function and need of play, theories of play, place of play in life and education, aims and spirit in conduct of play, age and sex differences in play, relation of play to work, need for play spaces and organized play in school, city, country.

(b) *Supervisory Organizations.* Various types of agencies promoting the playground idea and supervising the work done, e.g., voluntary, educational, municipal and the various combinations of these, trend towards municipal control, methods of publicity, printed matter, lectures, stereopticon, press reports, exhibits and festivals.

(c) *Construction and Equipment.* Inventory of possible sites, systematic study of city, basis of selection from possible sites, means of securing sites, e.g., donation, permission to use, lease, purchase, etc.; plan of ground and placing of various parts of equipment, equipment found more desirable; landscape gardening, fences, surfacing; outdoor gymnasium, men, women, dressing rooms; play spaces for children, sand courts, swings; athletic facilities, track, baseball, tennis, etc.; aquatic facilities, wading, swimming, bathing; social facilities, assembly halls; educational facilities, reading rooms, branch libraries, classes, manual training, lectures; detailed specifications of plans and equipment for various types of playground, home-made apparatus, etc.

(d) *Administration.* Conduct of activities; organization of working force, training of assistants, information and courses of greatest immediate use to instructors, stated conferences; conduct of the playground office, records and statistics; purchase, care and repair of equipment and supplies; discipline, rules, rewards, police, coöperation of children; most successful activities and their organization, daily program, special programs, exhibitions and festivals, excursions, tournaments and contests, leagues; social gatherings; educational classes, story telling, manual training, dancing, athletic and gymnastic features, etc. Relationships to other agencies, e.g., homes, schools,

boys' clubs, juvenile courts, settlements, Young Men's Christian Associations, institutional churches, etc.

(e) *History.* Attitude of church fathers and educators to play; introduction and patronage of play spaces in Germany (Guts Muths, Jahn, Froebel), in England; beginnings in United States, Salem 1821, Charlesbank 1887, Philadelphia and Providence 1893, Chicago, Minneapolis, New York, Pittsburgh and Worcester 1896, Baltimore and Milwaukee 1897, Cambridge and San Francisco 1898, Brooklyn 1899, etc.; types, e.g., sand gardens, school yards, municipal and park playgrounds, playgrounds for institutions; bathing beaches and swimming pools; details of growth in most advanced cities; playground legislation and statistics.

(f) *Practice.* Two hours per week are given to actual playing of games and participation in various other playground activities.

(2) *Child Nature.* Dr. Seerley.

For details see Psychology—Physiological and Genetic, page 42.

(3) *Pedagogy.* Professor Dawson.

For details see Pedagogy and Religious Education, page 37.

(4) *Social Conditions of Neighborhood.* Professor Cheney.

For details see syllabus of course in Municipal Sociology, page 48.

(5) *Hygiene and First Aid.* Professor Affleck.

For details see outline of these subjects, pages 77 and 83.

64. History and Literature of Physical Training

Professor Affleck, Sophomore year, fall term, nine weeks, five hours per week, 45 points or 4½ units.

This course aims to give familiarity with bibliographical methods and with the literature bearing on the history of physical training, together with a working knowledge of library economy and facility in the use of the various sources of information offered by the library. Special attention is given to professionally technical magazines. From assigned collateral reading, each student is required to make frequent reports upon special themes relative to the development, nature, influence, etc., of the various historical types of physical training.

(1) *Ancient Period.* Egyptian, Jewish, Greek and Roman, funeral games, periodic games, special attention to Olympic. Prize and honor systems, rise and influence of professionalism on Greek games. Motives and place of Greek physical training. Public and gladiatorial games of Rome, amphitheaters and circuses, baths, etc.

(2 *Medieval Period.* Attitude of church towards the body. Divorce between natural and spiritual. Relationship of feudalism, rise and characteristics of chivalry. Knightly tournaments.

(3) *Modern Period.* The renaissance, opinions and influence of writings of Mercurialis, Rabelais, Montaigne, Luther, Locke, Rousseau. Work and influence of Basedow, Pestalozzi, Mulcaster, Guts Muths, Salzmann, Nachtegall, etc., with special attention to Jahn and Ling and their successors. History and type of physical exercise in England—athletics of

English schools and colleges. Olympic games as revived by Baron Pierre de Coubertin. Origin of important games, e.g., football, tennis, golf, cricket, etc.

(4) *The American Movement.* Early interest at Round Hill, Harvard, Yale. Manual training movement in educational institutions. Revival of popular interest led by Dio Lewis, Beecher and others. Origin, development and types of physical training in colleges and universities. History and influence of the various normal training schools. Summer schools, conferences. Important organized and administrative bodies. American Physical Education Association and its sections. North American Turnerbund, Amateur Athletic Union, Intercollegiate Association of United States, Athletic League of North America, Y. M. C. A. Physical Directors' Society, Athletic Research Society. Special attention to the growth and present features of Y. M. C. A. and International Committee physical department. Work and influence of prominent leaders—Dio Lewis, Dr. Hitchcock, Dr. Sargent, Dr. Seaver, R. J. Roberts, Dr. Hartwell, William Wood, Dr. Gulick and others. Publications, *American Physical Education Review, Triangle* and *Physical Education, Physical Training, Mind and Body, Posse Gymnasium Journal,* etc.

65. Massage

Professor Betzler, Sophomore year, fall term, five hours per week, 65 points or 6½ units.

In the classroom work consideration is given to the technical procedures of massage, including touch, stroking, friction, kneading, vibration, percussion and joint movements; under physiological effects the general stimulating reflex, sedative and restorative influences are discussed, as well as the effect upon muscular system, nervous system, circulation, respiration, digestion, nutrition and elimination. Special emphasis is placed upon such therapeautic applications as come legitimately within the sphere of the physical director, e.g., bruises, sprains, neurasthenia, etc.

Each student has clinical practice under supervision for two hours per week and is required to pass a satisfactory examination in both theory and practice.

References: "Art of Massage," Kellogg; "Handbook of Massage," Kleen; "Practical Massage," Nissen; "On Sprains," Moullin; "Medical Gymnastics," Posse.

66. First Aid

Professor Affleck, Sophomore year, fall term, four weeks, five hours per week, 20 points or 2 units.

This course offers in detail a consideration of cause, nature and treatment of bruises, wounds, burns, scalds, bites, sprains, dislocations, fractures, faints, shocks, hemorrhage, asphyxia, etc.; nature and effects of poisons, antidotes, narcotics and stimulants; kinds and uses of bandages, dressings, antiseptics and disinfectants, emergency kits, etc.

The purpose of both theoretical and practical work is to qualify the students to render efficient service in cases of emergency. Upon passing a satisfactory examination, students may secure a certificate and diploma from the National First Aid Society.

Text-book: "Immediate Aid to the Injured," Morrow.

67. Physical Training Seminar

Dr. McCurdy and Professors Berry, Affleck, Johnson, Otto, Betzler and Ball. A seminar will be held on advanced work in physical training, at which there will be presented original work done by the faculty, graduate students and undergraduates and by other specialists. The seminar will keep abreast of the newer lines of physical training and is required of Junior and Senior students in the physical course and is elective for Freshmen and Sophomores. Junior credits, 20 points or 2 units. Senior credits, 20 points or 2 units.

Each Senior student who is a candidate for a degree will prepare a thesis upon some topic related to the course of study. This thesis will count for 175 points or 17½ units. This work must be done under the direct supervision and coöperation of one of the instructors. The title of the thesis shall be engrossed upon the diploma and ranked either as satisfactory, worthy of praise, worthy of high praise, worthy of very high praise, or worthy of highest praise. The two higher grades will be given only for work that is original. The thesis in order to be graded must be typewritten and bound before May 15. Theses presented at graduation become the property of the College. They may be published only with the consent of the College and under the conditions outlined by the College.

SEMINARS, 1919-1920

H. W. Long, Physical Director Y. M. C. A., Petrograd, Russia, "Physical Education in Russia."

F. H. Brown, National Physical Director for Japan, "Physical Education in Japan."

C. H. McCloy, Secretary for Physical Training for China, "Physical Education in China."

R. L. Fisher, pitcher Cincinnati National League Baseball Club, "The Last World's Series."

Student Theses, 1919-1920.

H. E. Brown, "Fancy Diving."

R. W. Cammack, "Physical Education in Ceylon."

C. L. Carling, "Physiological Effects of Gymnastics on Blood Pressure."

H. G. Carlson, "Treatise on Baseball Pitching in School and College."

R. M. Cate, "Physical Education in Normal Schools of the United States."

E. C. Coffin, "Effect of Coffee on Heart Rate and Blood Pressure."

H. W. Conner, "Relation of Physical and Religious Life."

R. U. Cooper, "The Physiological Effect of Regular Exercise upon Freshmen at Springfield College."
H. D. Drew, "Psychology of Competitive Games."
C. A. Eggebrecht, "Physiological Effect of Basket Ball."
E. R. Elbel, "The Foot and Its Covering."
C. L. Graham, "Effect of Smoking on Heart Rate and Blood Pressure."
E. J. Hutchinson, "Physical Education in Colleges."
L. J. Judd, "Indian Club Swinging."
A. J. Kalloch, "Industrial Betterment."
R. H. Lavik, "Effect of Tobacco Smoking upon Endurance."
N. G. Mansfield, "Venereal Disease in the Army and Its Application to Civilian Life."
F. J. Moench, "Physical Education in Summer Camps for Boys."
J. J. Rodriguez, "Athletic Hand Book for South America."
W. G. Spencer, "Health Talks to Boys."
F. M. Van Wagner, "The Standardization of Cardiac Efficiency Tests."
R. R. Ylanan, M. D., "The Influence of Physical Education on the Growth and Development of the Young."

Physical Education Practice

The aim is to qualify students as teachers of gymnastics, athletics and aquatics. A minimum of time will thus be spent in practice of mere feats of strength or skill in any of these branches. Emphasis is placed on the enthusiastic pushing of those exercises which are of chief value to the average man. Muscular strength and coördination are to be developed only so far as they increase vitality. Class rather than individual work is emphasized and the elements of recreation and moral discipline are sought. Physical education is rapidly evolving. The aim is to fit the student for the new movement rather than for the old. The progression in gymnastics, athletics and aquatics will be as rapid as is consistent with thoroughness.

This course includes, in addition to instruction in the regular physical training branches, a carefully outlined course in normal teaching. The normal practice commences in the Freshman year and is continued through the four years for students in the physical course and through two years for students in the secretarial course. This work is divided into three parts: First, that in the pupil's own class; second, the normal practice classes; third, the work in the paid positions. The class normal practice is under the direct supervision of the instructors; for example, the Junior class in calisthenics is divided into several squads with a teacher in charge of each squad. This practice occurs regularly in addition to the course of lectures on pedagogy. A recitation course in gymnastic nomenclature and athletic rules is given in connection with each year's floor and field work. Each unexcused absence from class deducts one per cent from the theory or practice grade; e.g., fall athletic theory, indoor gymnastic practice. Two tardy marks count as an absence.

In the paid positions fifty-five men are this year receiving practice and in addition are earning the whole or a part of their expenses.

68. Normal Practice Courses, I, Ia, II, IIa, III, IIIa, IV, IVa

These courses include observation work in the various physical activities, practice teaching in gymnastics, athletics, aquatics and games, officiating and executive work in all these activities.

The Springfield high schools and the grammar schools use the College grounds as headquarters for their outdoor activities. The Sunday School Athletic League uses the College equipment and plant for both outdoor and indoor exercises. In addition to the instruction of the regular students, 1,000 boys and young men receive instruction in the College gymnasiums and on the athletic fields. One hundred and seventy-five different men acted as leaders in 11,665 physical practice events, divided as follows: Baseball 255, basket ball 1,800, football 156, soccer 351, gymnastics 2,352, boys' club 993, track athletics 230, student tutors 3,237, hockey 15, swimming 2,276. As a result of this training, students are in demand as teachers, coaches and officials in Associations, schools, colleges and clubs within a radius of seventy-five miles.

Practice teaching within the individual class under criticism and observation work in Springfield and vicinity under the supervision of the class instructor are conducted by the class teachers as noted below.

Normal Practice I, II, III, IV

Normal Practice I.

Freshmen, Professor Otto.

Indoors. The class will be divided into small sections for marching, free exercises and dumb-bells. Each section will have an assigned leader who will teach the lessons suggested by the instructor, who will later discuss the pedagogy of the lesson taught and call the attention of the class to the principles and methods involved.

Normal Practice II.

Sophomores, Professor Brock.

Outdoors. Men will be assigned as officials in soccer and Rugby.

Indoors. The class will be divided into small sections. The appointed leader for each section will have practice in teaching marching, calisthenics, including wands and Indian clubs by imitation and command, and practice in officiating at games. One-half hour is later devoted to criticism and suggestions regarding such work.

Normal Practice III.

Juniors, Professor Judd.

Indoors. Men will be assigned to lead marching, calisthenics, apparatus exercises and games in their own or other classes.

Normal Practice IV.

Seniors, Dr. McCurdy, Professor Judd.

The Seniors will plan new work, subject to the criticism and suggestions of the class and the teachers. They will be assigned observation and teaching practice outside their regular instruction periods.

NORMAL PRACTICE Ia, IIa, IIIa, IVa

Professors Johnson and Brock

Credits are allowed only when report slips are turned in within forty-eight hours after the work has been done. Men are encouraged to find opportunities for normal practice. Assignments are made preferably for work the student has found for himself.

Normal Practice Ia.

Freshmen, 20 points or 2 units.

Freshmen may elect 20 hours of practice teaching.

Normal Practice IIa.

Sophomores, 20 points or 2 units.

Assigned work with the various classes and leagues.

The work is squad teaching and officiating.

Normal Practice IIIa.

Juniors, required, 30 points or 3 units.

Assigned work in teaching, officiating and coaching.

Normal Practice IVa.

Seniors, 30 points or 3 units, elective and assigned work in teaching.

Assigned work in the promotion, management and officiating of meets, in the organization of classes for various groups of boys and young men, and in individual work with special cases.

69. Outdoor Work—Fall Term

Graduates of accredited colleges take during their Junior year Sophomore Rugby theory and Sophomore soccer theory and practice. Regular Junior and Senior work is taken during the Senior year.

RUGBY FOOTBALL

(1) Freshmen, Professor Otto, eight weeks, three days per week.

(a) *Practice,* 24 points or 2½ units. Instruction is given in methods of handling the ball, including punting, in playing the various positions and in team play. Minimum tests—charging, punting 25 yards, handling punts, forward passing.

(b) *Pedagogy,* 12 points or 1 unit. This will cover a thorough discussion of the playing rules for the current season, particularly from the standpoint of the player.

(2) Sophomores, Professor Otto, eight weeks, three days per week.

(a) *Practice,* 24 points or 2½ units. Students are taught punting, drop place kicking, tackling, blocking, interfering and other fundamentals. They continue their team practice begun in the Freshman year in teams graded according to ability. Minimum tests—punting 30 yards, drop and place kicking 20 yards, two goals out of five trials. Examination on tackling dummy and on catching punts.

(b) *Pedagogy,* 12 points or 1 unit. The rules are studied during this year from the standpoint of coaching and officiating. The theory consists of lectures and discussions on the history and development of the game. It covers football fundamentals and discussion of the old and new game.

(3) Juniors, Professors Otto and Johnson, eight weeks, two days per week.

(a) *Practice,* 16 points or 1½ units. The Juniors are assigned to practice in groups, according to their proficiency.

(b) *Pedagogy,* 8 points or 1 unit, Professor Johnson, two days per week. The men will receive instruction and practice in officiating.

(4) Seniors, Professor Berry, two days per week. Men must elect Rugby or soccer. The development of strategy and methods of coaching will receive careful consideration. Physical condition will be studied in relation to individual and team development. This work will be taken with varsity theory on Tuesdays and Thursdays. Observation work will be required.

(5) Varsity team, Professor Berry, faculty adviser and coach; Professor Otto, assistant coach.

(a) *Practice,* 20 points or 2 units. Careful attention will be given to the development and rounding out of a team.

(b) *Pedagogy,* 10 points or 1 unit, will be taken with the Seniors on the two days devoted to strategy.

Soccer Football

Eight weeks, two periods per week.

(1) Freshmen, Professor Judd.

(a) *Practice,* 16 points or 1½ units. The introductory work consists of the training of the judgment in locating the ball, then in controlling it by means of foot, body and head. This is followed by passing and running with the ball and develops into a combination of play.

(b) *Pedagogy,* 8 points or ½ unit. The classroom sessions consider the history and rules for the season, the value of the game from the standpoint of the player.

(2) Sophomores, Professor Brock.

(a) *Practice,* 16 points or 1½ units. This consists of teamwork in

the open field and later against opponents, the emphasis being placed upon passing and combinations.

(b) *Pedagogy,* 8 points or ½ unit. This consists of discussions of the individual duties of the players in each position, together with the function of the units, forwards and backs, especially in offense.

(3) Juniors, Professor Affleck.

(a) *Practice,* 16 points or 1½ units. This consists in the perfecting of team playing, the development of strategy, use of signals and the essentials in coaching and officiating.

(b) *Pedagogy,* 8 points or ½ unit. This covers the interpretation of rules, the development of team playing, especially defensive, the essentials of coaching and instruction concerning officiating.

(4) Seniors, Professor Affleck.

(a) *Practice,* 8 points or ½ unit. This consists of assigned work in connection with coaching the various units of a team, officiating, recording and criticising plays.

(b) *Pedagogy,* 8 points or ½ unit. This is taken with the varsity team and consists of development of strategy, discussion and criticism of games played, essentials in conditioning, coaching and officiating.

(5) Varsity team, Professor Affleck, faculty adviser and coach.

The entire schedule is played in the fall term.

(a) *Practice,* 24 points or 2 units.

(b) *Pedagogy,* 8 points or ½ unit.

In addition to the work outlined for Seniors chief attention is given to the development of the team.

Cross Country—Hare and Hound

(1) Freshmen, Professor Otto, 5 points or ½ unit.

(a) *Practice.* Each Freshman is required to participate successfully in at least one hare and hound chase, varying from four to ten miles according to his ability. For this purpose the class is divided into groups which run separately, each group being in charge of a squad leader who is responsible for performance of individuals in his charge.

(b) *Pedagogy.* For some days before the chase the class is instructed in the custom and rules of the contest, those selected as hares receiving special suggestions concerning legitimate devices to outwit their pursuers.

(2) Varsity team, Professor Otto, faculty adviser and coach. Training for team competition.

70. Outdoor Work—Winter Term

Hockey

(1) Freshmen, Professor Otto.

(a) *Practice,* 5 points or ½ unit. From time to time, as weather permits, practice is given in skating, individual handling of stick and puck, and in team games. The plan is to have ten days in all devoted to super-

vised practice. In addition to prescribed class work much time is given by students singly or in groups to the enjoyment of this sport.

(b) *Pedagogy,* 5 points or ½ unit. Sufficient classroom time is given for a study and discussion of the playing rules of the game.

(2) Sophomores, Professor Brock.

(a) *Practice,* 5 points or ½ unit. Further training along the lines for the Freshmen, laying emphasis on the development of the team game.

(b) *Pedagogy,* 5 points or ½ unit. Discussions of the team game and coaching and officiating.

(3) Varsity team, Professor Otto, faculty adviser, 10 points or 1 unit. During suitable weather two practices per week are held and a schedule of match games varying from six to ten is played.

71. Outdoor Work—Spring Term

Graduates of accredited colleges take, during their Junior year, Junior track theory and practice and Junior baseball theory and practice. Regular Senior work is taken during the Senior year.

Track and Field Events

Two days per week for six weeks.

(1) Freshmen, Professor Otto.

(a) *Practice,* 18 points or 2 units. *Starting and Sprinting.* The class will receive instruction in the different styles of starting, with a discussion of the reasons for adoption or rejection of each style in sprinting, with a study of such points as body inclination, leg swing, leg drive, stride, reach and angle of feet.

Running High Jump. The class will note the distance, speed and direction of run for take off, the turning out of the toes, the crouch, the use of arms and back, the turn and the proper use of both the jumping and the swinging leg.

Pole Vault. Instruction is given in the methods of carrying the pole during the run and take off, the distance and speed of the run, the relation of the grasp of the hands to the height of the cross bar, the distance of the pole and jumping foot from the cross bar, with the considerations which influence these distances, the time relations of the take off, pull up, slide, leg lift and turn.

Shot Put. The student is taught the method of holding the shot, position of the elbow, of the feet in the circle, of the trunk and legs after the hop, the distance gained during the hop and the time of the arm thrust.

(b) *Pedagogy,* 6 points or ½ unit. The theory will cover the pedagogy of the events taught.

(2) Sophomores, Professor Otto.

(a) *Practice,* 18 points or 2 units. *Hurdles.* Instruction is given in the leg swing, stride, reach and angle of feet, the number of strides to first hurdle, the character and number of strides between hurdles, the methods

of bucking hurdles, the time to cut down over a hurdle, the time to cut forward with the right leg, the abduction of the thigh and the eversion of the foot.

Running Broad Jump. The class learns the best method of getting the take off, the distance of the first and second mark, the effect of the last stride being too long or too short, the crouch, the position of the knees after the rise from the take off, the time of the forward thrust of the feet, etc.

Hammer Throw. (a) Without turn. Instruction is given in the position of the feet, the plane of the circle, the pull of the body to balance the hammer, keeping the hammer behind the body and to the right. (b) With turn. The keeping speed of turn up to speed of hammer, the pivot on the left foot; with the double turn the class notes the necessity of bringing the low point of the hammer nearer to the front, of keeping the first turn slow and the second rapid enough to keep ahead of the hammer.

Discus. The class learns the position of the discus in the hand, the position of the feet in the circle, the methods of making the turn, keeping the throwing arm behind the body, of delivery and securing a good scale.

(b) *Pedagogy,* 6 points or ½ unit. The class will study the pedagogy of the events taught and the rules of athletic competition, including those of the Young Men's Christian Association, the Amateur Athletic Union and the Intercollegiate Athletic Association.

(3) Juniors, Professor Otto.

(a) *Practice,* 18 points or 2 units. *Javelin Throw.* The class is taught the proper method of carrying the javelin, the grip, the throwing arm kept well back, point of the javelin in direct line, the reversal of feet and final release of the javelin.

Running Hop, Step and Jump. The class learns the method of securing the take off, position of the body on the hop, distance of the step and the final effort in the broad jump.

Standing High Jump. Instruction is given in the position of the body preparatory to the jump, the arm swing, the rock, the leg action, the bodily position over the bar and the dismount.

Standing Broad Jump. Instruction is given in the position of the body preparatory to the jump, arm swing and heel raising, angle of the body, leg push, final leg swing for distance and vigorous arm action.

440-yard Dash. Instruction is given to the class in securing the proper start, the dash for the first turn, track tactics, stride, and the final spurt to the tape.

(b) *Pedagogy,* 6 points or ½ unit. The class will study the pedagogy of the events taught.

(4) Seniors, Professor Otto.

(a) *Practice,* 18 points or 2 units. The class will review the various athletic events of the previous years and will be given opportunity for specialization. Work is assigned in the promotion, management and officiating of games and meets.

(b) *Pedagogy,* 6 points or ½ unit. Students will study coaching and

discuss the common faults of competitors from the teacher's standpoint. The daily schedule of training for various events will be studied. The management of athletic meets is considered.

(5) Varsity track team, Professor Otto, faculty adviser and coach. Training for a series of meets with other colleges.

Baseball

Six weeks, two days per week.

(1) Freshmen, Professor Johnson.

(a) *Practice,* 18 points or 2 units. Three hours per week on work of the fundamentals—bunting, straightaway hitting, fielding, base running, base sliding, etc., team practice.

(b) *Pedagogy,* Professor Berry, 6 points or ½ unit. One hour per week spent in a careful study of baseball rules, scoring, theory of batting.

(2) Sophomores.

(a) *Practice,* Professor Johnson, 18 points or 2 units. Three hours per week. Continued practice in the fundamentals, but more time spent on development of team play.

(b) *Pedagogy,* Professor Berry, 6 points or ½ unit. One hour per week. Review of rules and scoring, discussion of base running, position play and of the modern team game.

(3) Juniors.

(a) *Practice,* Professor Johnson, 24 points or 2½ units. Three hours per week. Offensive and defensive team work. Further development of team work with special practice of fundamental offensive and defensive plays.

(b) *Pedagogy,* Professor Berry. Further discussion of offensive and defensive team play, discussion of batting strategy, the training and coaching of teams and of organized baseball.

(4) Seniors, Professor Berry. Seniors electing baseball will take the theory with the varsity squad. Men not candidates for varsity squad will be grouped into class teams according to their ability, practicing at the regular class period.

(5) Varsity team, Professor Berry, coach and faculty adviser, Professor Johnson, assistant coach.

One hour, four days per week. Theory and practice of the modern team game. Indoor practice as time permits, beginning in February. Preparation for regular schedule of the first and second teams.

Tennis

Professor Cheney.

Tennis has not as yet been organized as regular class work, except for the Senior secretarial men, but much interest is taken by the students in this sport. At least one annual tournament continuing for two weeks or more is conducted. The construction of ten additional courts furnishes adequate facilities for the development of this sport.

The College tennis team meets frequently with representative teams from clubs and colleges of the city and vicinity; 10 points or 1 unit.

Playground Practice Course

Freshmen, Professor Otto, six weeks, one day per week.

(1) *Younger Children, ages 6 to 9.*

Cat and Rat, Drop the Handkerchief, Hill Dill, Fox and Geese, Maze Tag, Partners' Tag, Flowers and the Wind, Wood Tag, Bird Catcher, Queen Dido Is Dead, Still Pond, Milking Pails, As We Go Round the Mulberry Bush, Draw a Bucket of Water, Threading the Needle, London Bridge, Soldier Boy, Rabbits' Nest, Good Day, The Beater Goes Around.

(2) *Older Children, ages 10 to 12.*

Prisoner's Base, Duck on the Rock, Relay (using objects), Dodge Ball (speed), Progressive Dodge Ball, Front Duty, Roly-Poly, Tip Cat (sides), Baste the Bear, Third Tag and Run, Poison, Over and Back, Day Ball, Number Ball, Head and Tail Tag, Snatch the Stick, Pom Pom Pull Away.

(3) *Boys, ages 13 and over.*

German Ball, Playground Ball, Long Base, Captain Ball, N. Y. Captain Ball, Kick Ball, End Ball, Corner Ball, Newcombe, Indoor Soccer, Goal Ball, Volley Ball, Post Ball.

Canoeing

(1) Freshmen, Professor Affleck, six weeks, one day per week.

(a) *Practice,* 6 points or ½ unit. For this purpose the students are divided into groups and under supervision paddle on the lake in varying weather conditions. Special attention is given to bow and stern paddling, racing, single, double and four paddle, tilting and other sports, loading, launching, carrying, righting and reëntering from water, etc.

(b) *Pedagogy.* Consideration is here given to canoes and boats—materials, shapes, sizes, advantages and disadvantages of each, handling, launching, landing, carrying, loading, care and repair, etc. Paddles—materials, shapes, sizes, uses, etc.

For the storage of canoes, boats, etc., belonging to private parties or classes an annual charge of $2.50 is made.

Camping

(1) Freshmen, Professor Affleck, six weeks, one day per week.

(a) *Practice,* 6 points or ½ unit. The groups detailed for canoe practice land at Gerrish Grove and there practice under supervision the various phases of camping, including selection of sites, pitching and striking tents, building and extinguishing fires, preparation of meals, participating in camp games and sports, nature study and woodcraft.

(b) *Pedagogy.* Studies are conducted in organization and conduct of camps, including sites, equipment, daily programs of activity, individual outfits, side trips, nature study, cooking and serving meals, camp rules and regulations, camp "wrinkles," stories, etc.

72. Indoor Work—Fall, Winter, Spring Terms

Graduates of accredited colleges take during their Junior year five days per week with the Sophomore class. During their Senior year they take two days per week with the Senior class and three days per week with the Juniors. They are required to pass all tests. Varsity men in soccer and Rugby may be excused from fall gymnastics provided their grades warrant it.

Marching

(1) Freshmen, Professor Otto, nineteen weeks, five days per week.

(a) *Practice,* 12 points or 1 unit. Instruction is given in plain marching, special attention being paid to the best formations for handling large classes. Accuracy of movement, prompt response and good posture are emphasized; maze running also receives attention.

(b) *Pedagogy,* 5 points or ½ unit. This includes the material covered in the "Manual of Marching" by Cornell & Berry.

(2) Sophomores, Professor Brock.

(a) *Practice,* 12 points or 1 unit. Review of elementary marching and the practice of fancy marching. Practice is given in leading.

(b) *Pedagogy,* 5 points or ½ unit. A comparative study of the different books on tactics will be made, e.g., "United States Drill Regulations," Cornell & Berry, Arnold, Betz, Anderson, Crampton, Schrader.

(3) Juniors, Professor Judd.

(a) *Practice,* 12 points or 1 unit. A minimum of time will be devoted to marching. Students are assigned for leading each day.

(b) *Pedagogy,* 5 points or ½ unit. This will include discussions of the mistakes in commands and the pedagogy of command work in general.

(4) Seniors, Professor Judd, Dr. McCurdy. Students will be required to give definite lessons in marching as part of a day's lesson for classes in the Y. M. C. A., school and college.

Calisthenics

(1) Freshmen, Professor Otto, nineteen weeks, five days per week.

(a) *Practice,* 24 points or 2½ units. Instruction is given both by imitation and by command. Emphasis is laid on hygienic work which permits large classes to be handled effectively. Roberts' "Home Dumb Bell Drill" and McCurdy's "Dumb Bell Drill" are taught as samples of hygienic work.

Typical lessons for corrective, rhythmical and response work are given.

(b) *Pedagogy,* 15 points or 1½ units. The "Calisthenic Nomenclature" by McCurdy, is used as the basis for theory work in nomenclature. The importance of correct posture is emphasized. The students will examine types of exercises used for boys in the Young Men's Christian Associations, boys' clubs and in the public schools. These types will be studied by personal observation in Springfield and an examination of the literature of such observation in Springfield, Cleveland, New York, St. Louis, etc. Three typical hygienic lessons for boys and three of the command type will be required as a part of the examination.

(2) Sophomores, Professor Brock, nineteen weeks, five days per week.

(a) *Practice,* 24 points or 2½ units. The class is divided into groups for practice teaching, using both the imitation and command methods. Instruction is given in the wand drills by Gulick and by McCurdy and additional work with the steel wands and with bar bells. Class exercises with Indian clubs are given.

(b) *Pedagogy,* 15 points or 1½ units. The class will review rapidly the work covered in the Freshman year in the "Calisthenic Nomenclature" by McCurdy. They will study carefully the official nomenclature of the Young Men's Christian Association for all forms of calisthenics. Dr. Arnold's nomenclature will be studied. Students will study the work for boys of high school age in the Young Men's Christian Association and in the public and private secondary schools. This will include observation work and a study of the literature. Six typical lessons for adolescent boys will be required as part of the examination.

(3) Juniors, Professor Judd, nineteen weeks, three days per week.

(a) *Practice,* 20 points or 2 units. The work includes practice teaching in the class and assigned teaching outside the class. Instruction is given in Indian clubs and single sticks.

(b) *Pedagogy,* 15 points or 1½ units. This will include a study of the nomenclature with practical demonstrations by the class. The construction of series of exercises for different groups of individuals will receive attention. The class will study the exercises for men of college age and of adult life such as are found in the young men's and business men's classes of the Young Men's Christian Association and in college classes for students and faculty. This study will include personal observation and a study of the literature.

Text-books: "Official Nomenclature of the Young Men's Christian Association"; "Calisthenic Nomenclature," McCurdy; and reference literature.

(4) Seniors, Professor Judd, Dr. McCurdy, twenty-seven weeks, two days per week.

(a) *Practice,* 20 points or 2 units.

(b) *Pedagogy,* 15 points or 1½ units.

The order of development of the exercises for the individual lesson is studied from its physiological and pedagogical aspects. From the abundance of material the teacher must be trained to select those exercises

which are scientifically correct and in addition those which have intrinsic interest in themselves.

The lectures and recitations in calisthenic pedagogy will discuss the common faults in teachers and the essentials of good teaching.

The men will review rapidly the work for elementary, secondary and adult pupils and assignments will be made for additional study of the group on the basis of the interest of the student.

Six typical lessons for business men, for professional men and for college students will be required.

Dancing

(1) Freshmen, Professor Otto, nineteen weeks, five days per week.

(a) *Practice,* 12 points or 1 unit. Instruction is given in elementary gymnastic dancing. This includes the elementary steps by McCurdy in Cornell & Berry's Manual and the general steps covered in "Gymnastic Dancing" by Davison. Some of the dances used are Carrousel, I See You, Shoemakers' Dance, Children's Polka, German Clap Dance, Danish Dance of Greeting, Ace of Diamonds, Washing Song, English Harvesters' Dance, Norwegian Mountain March, Irish Jig, Irish Lilt and Barn Dance. Instruction is given in simple dances adapted for elementary work and folk dancing for playground use.

(b) *Pedagogy,* 5 points or ½ unit. A discussion of the types of music most useful in gymnastic dancing.

(2) Sophomores, Professor Brock.

(a) *Practice,* 12 points or 1 unit. Instruction is given in gymnastic and athletic dancing and in more advanced folk dancing. The chief dances used are Sailors' Hornpipe, Hebbert's Schottische, Hebbert's Polka, Zig Zag Four Step, Reap the Flax, The Oxen Dance, The Csardas Dance.

(b) *Pedagogy,* 5 points or ½ unit. The class will discuss the fundamental dancing positions according to Zorn, Chalif and Perrin and the development of gymnastic dances for class use. Collections of dances will be discussed, e.g., those by Crampton, Burchenal, Rath, Chalif and Davison.

(3) Juniors, Professor Judd, Miss Evans.

(a) *Practice,* 12 points or 1 unit. The class will learn some new dances. The following list indicates the character of the dances given: Jumping Jacks, May Pole Dance, Morris Dances, English Country Dances, Highland Fling, Dixie Rubes and Russian Dances.

(b) *Pedagogy,* 5 points or ½ unit. The place of gymnastic dancing in the curriculum will be considered. The feminine and masculine types of grace will be studied in their relation to types of dancing.

(4) Seniors, Professor Judd, Miss Evans. Dance building will be studied. Observation work in Associations, schools and recreation centers will be required.

Text-books: "Text Books of Dancing," Chalif; "Æsthetic Dancing," Rath

Heavy Apparatus

(1) Freshmen, Professor Otto, nineteen weeks, five days per week.

(a) *Practice,* 24 points or 2½ units. Hygienic or organic work receives large emphasis. Exercises allowing rapidity of approach, momentary support and quick retreat are used. A large number of exercises of moderate endeavor rather than a few of maximum effort are taught. The bounce board is used with the mat exercises, the horse, buck and parallel bars to facilitate rapid approach. The course covers a large variety of elementary movements. The essential fundamental movements of intermediate difficulty are taught, including on the parallels from upper arm hang the upstarts, uprises and rolls, from stand at the end of bars, combinations of single and double circles with seats: on the side horse the circles (a) from floor to rest, (b) from floor to floor, (c) from rest to floor, (d) from rest to rest; on the long horse the back, flank and straddle vaults and mounts; on the low horizontal bar the back circles, knee circles and upstarts; on the high horizontal bar the knee upstart, knee circles, upstart. These intermediate exercises receive a minimum of time. The object is to give men who have had little gymnastic experience instruction which will enable them to work up outside of class the fundamentals of intermediate apparatus exercises.

The chief purpose of the Freshman year is to teach a large variety of the rapid mass work which is adapted to the average class which the men will have to teach.

(b) *Pedagogy,* 15 points or 1½ units. The class will discuss the Young Men's Christian Association's Official Nomenclature for the mat and apparatus exercises used. The colleges and secondary schools also use this nomenclature.

(2) Sophomores, Professor Brock, nineteen weeks, five days per week.

(a) *Practice,* 30 points or 3 units. Intermediate exercises on the heavy apparatus are taught. The type is such as is ordinarily taught to intermediate and advanced classes, including the leaders' group. The athletic side of gymnastics is fostered rather than the slow exercises of strength where the body is held in static positions, e.g., levers.

Some of the minimum tests indicate the character of the work.

Parallel Bars. Upstarts from upper arm hang, shoulder stands, forward rolls, single and double circles on end of bar, single leg circles in center of bar.

Low Horizontal Bar. Short underswing upstart; short back circles mat to mat, mat to rest, and rest to rest, each with straight back; single and double knee circles front and back, front rest, squat vault dismount.

High Horizontal Bar. Upstart, short back circle from floor to front rest and from rest to rest. Knee upstarts outside and between hands, changes from front to back rest, knee circles forward and backward, hock dismount.

Side Horse. Front vault with back and arms straight, high side vault,

single leg circles in both directions from front and back rest, side scissors in both directions, double back vault mount to cross riding seat.

Long Horse. Mounts and vaults, back, front, squat and flank, rolls on croup and saddle.

Mat Exercises. Throws and balances with one lying on mat, upstarts, head and hand springs.

(b) *Pedagogy,* 15 points or 1½ units. The class will complete the study of the Young Men's Christian Association's Official Nomenclature. They will examine the nomenclature of the Germans as illustrated by Stecher's "German-American Gymnastics," Puritz' "Code Book of Gymnastics," and "Hints to Gymnasts," by Harvy.

(3) Juniors, Professor Judd, nineteen weeks, three days per week.

(a) *Practice,* 20 points or 2 units. Instruction is given in advanced exercises on the heavy apparatus and in tumbling, including brother acts. The character of the apparatus exercises is indicated by the following minimum requirements:

Parallel Bars. Long and short underswing upstarts at the end of bars, back shoulder roll to shoulder stand (straight back), long or short underswing upstart at end of bars to shoulder stand, double rear vaults at end and center of bars, upper arm hang upstart to shoulder stand and forward roll upstart.

Low Horizontal Bar. Long underswing back upstart, long underswing back uprise, front rest drop back upstart, foot, heel or toe circles.

High Horizontal Bar. Upstart with short back circles, back upstart, or back uprise, uprise with or without short back circle, long underswing to front rest (straight back).

Side Horse. Feints with full leg circles to front rest, feint double back vault dismount, double back vault right or left, hand spring forward, leg circles from seat astride right or left hand.

Long Horse. Back vault hands in saddle, squat vault hands on saddle or neck, back scissors vault, head stand in saddle from run, head spring from neck.

Tumbling. Head springs, hand springs, mounts, hand balances and somersaults, including the pitches and throws by a helper.

(b) *Pedagogy,* 15 points or 1½ units. Methods of teaching apparatus exercises and catching men in the difficult movements are thoroughly discussed.

Seniors, Dr. McCurdy, Professor Judd, twenty-seven weeks, two days per week.

(a) *Practice,* 20 points or 2 units. Electives will be allowed.

(b) *Pedagogy,* 15 points or 1½ units. The principles of progression are thoroughly discussed.

Varsity gymnastic team. Professor Judd, faculty adviser.

The gymnastic team gives exhibitions during the winter season in the Young Men's Christian Associations, schools and colleges. The team this year has been one of the best in the history of the College.

Indoor Games

(1) Freshmen, Professor Otto.

(a) *Practice,* 8 points or 1 unit. The class will receive instruction in the mass games adapted to large groups. The following were taught during 1916-1917: *General Games:* Spud, dodge ball, kick ball, volley ball, whip tag, three deep, bull in the ring, leapfrog games, squat tag, hand tag, circle tag ball, indoor baseball, playground baseball, fist ball, captain ball, nine count ball, horse and rider, indoor hockey, cross tag, catch and pull, cat and rat, chariot race. *Racing Games:* Three Indian club race, Indian club circle race, obstacle races, hopping race, basket ball relay, short relay, pushing balls on the floor, other relay races of various sorts, scrimmage ball, schlag ball, battle ball. Students will be taught to play basket ball.

(b) *Pedagogy,* 5 points or ½ unit. The rules of mass games will be studied, using as a basis Chesley's book of "Indoor and Outdoor Gymnastic Games," Part I, "The Y. M. C. A. Army and Navy Athletic Handbook" and Bancroft's "Games." The basket ball rules for the current season will be studied from the standpoint of playing and officiating.

(2) Sophomores, Professor Brock.

(a) *Practice,* 8 points or 1 unit. The class will practice the games adapted for smaller classes as illustrated by the material in Part II of Chesley's "Indoor and Outdoor Games." They will review the best mass games. Instruction will be given in basket ball, indoor baseball, volley ball, indoor hockey, indoor soccer, scrimmage ball, hang ball, handball, team relays and bowling.

(b) *Pedagogy,* 5 points or ½ unit. The rules for the games used in Chesley's book, Part II, will be studied. In basket ball coaching and officiating will be emphasized. Instruction will be given in bowling and in the rules of indoor baseball, handball and volley ball.

(3) Juniors, Professor Judd.

(a) *Practice,* 8 points or 1 unit. Volley ball, handball, schlag ball, basket ball, indoor hockey, three deep, dodge ball, *Indian club race, stride ball, catch and pull, captain ball, corner ball, spud, boat race, *wand relay race, mount ball, *medicine ball tag, *obstacle relay race, heads and tails, swat tag, *mat push, indoor soccer and battle ball are played.

(b) *Pedagogy,* 5 points or ½ unit. This will consist of a discussion of the relative values of the various types of games covered during the four years.

(4) Seniors, Professor Judd, Dr. McCurdy. The development of indoor team games.

Group Contests (Intraclass)

(1) Freshmen, Professor Otto.

(a) *Practice.* The class is divided into groups and weekly competitions are held in the following events: 20-50-75-100-220-yard dashes; 440-880-

*Games not played in Freshman or Junior years or given in playground course.

yard runs; standing high jump, standing broad jump, three standing broad jumps, standing hop, step and jump, running high jump, 12-lb. shot put, pole vault, spring board jump for height, fence vault, rope climb, bar snap for height, potato race, relay race, hexathlon, chinning the bar, goal throwing, baseball throw for accuracy, running high kick, hitch and kick, obstacle race, basket ball, dodge ball, indoor baseball and volley ball.

(b) *Pedagogy.* The class will discuss the pedagogy of mass group contests and the rules governing those used.

(2) Sophomores, Professor Brock.

(a) *Practice.* The class is divided into groups which compete against each other throughout the year in an athletic and game contest. The events include the following: 20-yard dash, fence vault, snap for height on bar or rings, standing high jump, potato race (8), basket ball, volley ball, indoor baseball, running high jump, shot put, spring board jump, all-round indoor test, intermediate grade.

(b) *Pedagogy.* The class will discuss the rules and methods of scoring of the events used and the organization and management of intraclass contests.

Group Contests (Interclass)

Interclass contests are arranged in Rugby football, soccer, basket ball, ice hockey, baseball, tennis, indoor and outdoor athletics and the hexathlon. These matches are used not merely to determine class championships, but to train the men in correct methods of conducting meets.

The Seniors do not compete in these meets, but serve as officials.

Group Contests (Intercollegiate)

These contests include games with the leading educational institutions of the East—Yale, Harvard, Princeton, Columbia, West Point, Amherst, Massachusetts State College, Wesleyan, Trinity, Tufts, and with many of the neighboring Young Men's Christian Associations—New York, Brooklyn, Albany, Schenectady, Pittsfield, Dalton, North Adams, Providence, New Bedford, Norwich, etc. The games in the various schedules are kept down to a minimum number. The contests are arranged chiefly on the College holidays to eliminate conflict with the theory course.

Regulations for Uniform for Indoor Work

(1) *Sleeveless jersey,* worsted, navy blue, neck and arm openings of approved size. On the breast, with its base five inches from the neck opening, an equilateral triangle, five inches on each side, of felt one inch wide.

(2) *Trousers,* navy blue with three-quarter inch white braid stripe on outside seams; foot loops of elastic.

(3) *Belt,* one and one-quarter inch black leather with nickel buckle.

(4) *Shoes,* black leather.

(5) *White coat sweater.*

No numerals, emblems or other ornaments, except the College team emblems, are to be worn on the sweater. The sweater is not required, but the only kind allowed is as described.

All materials, styles, etc., must be submitted to the costume committee, Professor Affleck, chairman, for approval before being worn on the gymnasium floor.

Swimming and Diving

Group assignments are made from each class for instruction in swimming.

(1) Freshmen, Professor Affleck.

(a) *Practice,* 12 points or 1 unit. Individual instruction is given in practicing the various strokes so as to secure confidence and reasonably correct form in the breast, side and back strokes, in diving, plunging, treading water, floating, etc.

Minimum Tests.

Diving for form, shallow, deep, back.

Swim 100 yards using (a) breast stroke, (b) side stroke, (c) any other stroke.

Swim 20 yards on back.

Plunge for distance 24 feet.

Float or tread water for one minute.

(b) *Pedagogy,* 6 points or ½ unit. During the season classroom sessions are held considering the general underlying principles, including buoyancy, floating, details in the various strokes, method of breathing, coördination of strokes and breathing, timing of strokes, standing and running dives, plunging, etc.

(2) Sophomores, Professor Affleck.

(a) *Practice,* 12 points or 1 unit. The practice follows the same general lines, including water polo, according to English rules, water basket ball, the recovery of objects from the bottom, methods of transporting unconscious person in water and of resuscitation.

Minimum Tests.

Dive for form using any three other than those in the Freshman test.

Swim 160 yards using four different strokes for at least 40 yards each.

Swim on back 40 yards using two strokes.

Plunge for distance 30 feet.

Support for one minute unconscious person of same weight as self; transport unconscious man 30 feet.

(b) *Pedagogy,* 6 points or ½ unit. In addition to the theoretical work of the Freshman year consideration is given to the rules of water polo and methods of life-saving and resuscitation.

(3) Juniors, Professor Affleck.

(a) *Practice,* 12 points or 1 unit. This consists of instruction and training in trudgeon and crawl strokes, under-water swimming, plunge for

distance, relay and speed swimming, fancy diving from springboard—back, side, deep, shallow, swan, jackknife, handstand, back and front somersault, etc. Games including tag, leapfrog, water polo, water baseball, etc. Life-saving—approach, holds, breaks, methods of transportation and resuscitation.

Minimum Tests.

Diving from spring board for form using at least six different dives.

Swim 200 yards using at least four strokes for at least 50 yards each.

Swim on back 40 yards using for 20 yards (a) legs only, (b) arms only.

Three methods of release and rescue; tow or transport unconscious person of same weight as self 50 feet, resuscitation.

(b) *Pedagogy,* 6 points or ½ unit. Emphasis is here placed upon the finer and more advanced features, methods of teaching, history of swimming, rules and events of competition, records of performance, etc.

(4) Seniors, Professor Affleck.

(a) *Practice,* 12 points or 1 unit. Specialization is allowed in events which students elect.

(b) *Pedagogy,* 6 points or ½ unit. Assigned coaching and officiating is required.

Athletic and Defensive Credits

Three athletic or defensive credits are required of each student before graduation. The student may elect to secure all of these credits in one activity. Each course in boxing, wrestling or fencing will give one credit. Membership on any varsity, school or second team through the playing season will give one credit.

Defensive Exercises

(1) *Boxing,* Mr. Goddard, 20 points or 2 units.

Individual instruction is given. Men who elect this course are expected to pass satisfactory examinations in the theory and practice of self-defense. Fee, $5.00.

(2) *Fencing,* Professor Berry, 20 points or 2 units.

Fencing is the most popular of the group of defensive exercises. Electives are offered in the subject. Preference is given to upper classes when men are on the waiting list. Men are expected to pass as performers and teachers. Fee, $5.00.

Varsity Team. A team is developed to compete against other colleges and Y. M. C. A. teams.

(3) *Wrestling,* Mr. Montague, 20 points or 2 units.

Wrestling is taught with the idea of giving men a thorough knowledge of the various "holds." They are also examined on their ability to teach wrestling. Fee, $5.00.

Preparatory Course

Conditioned students will be coached in the following branches. These courses aim to review the usual work given in a high grade high school in the subjects taught. Personal coaching is given to individual students.

1. English

Mr. Conklin, three terms, five hours per week. The object of this course is to familiarize the student with the use of English. Much attention is given to personal instruction. The study of rhetoric and composition covers that given in a high school or academy.

2. General History

Professor Hyde, three terms, five hours per week.

Text-books: "Outlines of European History," Vol. I, "Robinson and Breasted." Vol. II, "Robinson and Beard."

3. Mathematics

Mr. Crawford, three terms, five hours per week. The first part of this course is devoted to a review of advanced arithmetic. Algebra is then studied as far as quadratics and the last term is devoted to mastering the five books of plane geometry.

The text-books used are: "Grammar School Arithmetic," G. A. Wentworth, revised edition; "Elements of Algebra" and "Plane Geometry," revised edition, by same author.

4. Physics

Mr. Custer, fall and winter terms, seventeen weeks, five hours per week. This work is conducted on the laboratory method and is devoted to a study of general physics. It seeks to prepare for the understanding of and research in subsequent studies in bodily mechanics and physiology of exercise.

The text-book used is Milliken and Gale's "A First Course in Physics."

Laboratory fee, $3.00.

5. Chemistry

Professor Wade, winter and spring terms, eighteen weeks, five hours per week. Recitations and laboratory work in general chemistry, preparing for the college course of Sophomore year.

Text-book: Brownlee and others, "First Principles of Chemistry."

Laboratory fee, $3.00.

6. Bookkeeping

Eight weeks. For students who have not an acquaintance with general bookkeeping, a course of study will be offered. This course will familiarize the men with the ordinary principles of keeping accounts and is preparatory to the advanced course described on page 54.

7. Gymnastics and Athletics

Students in this course will be given gymnastic and athletic exercise, two periods daily, under competent instruction.

Summer School

The Summer School is designed to give credit courses for students who wish to enter or who are serving in the callings for which the College is established to promote. Courses are offered in physical education, in work for boys and in scouting. Practically all work offered is of credit caliber, consists of double periods and gives credit for one term's work in the regular course. The course consists of five weeks, six days per week. All work given is elective, requirements for admission the same as for the regular College course and tuition fee according to the courses taken. In general the Summer School is planned to furnish courses in theory and practice for the following groups:

(1) *Y. M. C. A. Leaders and Physical Directors.* Members of this group choose theory courses as they desire and either first or second year general hygienic gymnastics. They may also elect courses in the School of Coaching, Scouting or Boys Work.

(2) *Public School Physical Directors.* Members of this group choose either first or second year work in public school gymnastics, take the course in public school administration or work in the School of Coaching as desired and then choose desired courses in general theory, School of Coaching, Scouting or Boys Work.

(3) *The School of Coaching.* Practical courses in theory and practice of coaching the major sports, designed to aid coaches who wish more training and to assist teachers in high schools and academies who also coach some sport.

(4) *The School of Scouting.* Courses in scout craft, scout organization and administration, field science and camp craft for scout masters and scout executives.

(5) *The School of Boys Work.* Courses in the general principles and in the technical methods of boys work in the Y. M. C. A., boy scouts, boys' clubs and church groups for leaders of these representative organizations.

(6) *Regular Course Students.* Courses will be offered for regular course students desiring to make up back work or who wish by attendance upon three summer school sessions to shorten the regular course by a year.

(7) *Springfield Alumni Working for Degrees.* Courses will be offered for graduates who are non-degree men which will give definite credit towards the Bachelor's degree in Physical Education. Candidates for this degree should confer before May 1st by letter with the Degree Committee, Professor H. M. Burr, chairman, and get a statement of the requirements to be met. Candidates for the Master's degree of Physical Education may, by vote of the faculty, satisfy the requirement of the year of residence by attendance upon three summer school sessions and satisfactorily carrying full work therein. The thesis requirements may be worked up outside. Men considering such a plan should confer by letter with Dr. J. H. McCurdy.

General Information

1. Admission

The College has a high standard for admission which is a test of personality as well as intellectual ability. The College is open only to Christian young men, over eighteen years of age, who *have already shown ability* in the direction of the work for which they wish to prepare. Each applicant must be a member in good standing of an evangelical church, and if admitted is expected to unite and work with some church of his choice in this city within the first term after his admission. He should also be a man of leadership and physical vigor.

2. Degrees

Candidates for the bachelor's degree must present a certificate of graduation from a four years' course of an approved high school or academy. It is desirable that candidates for the physical course should elect in high school courses in English, French, German, mathematics, physics, chemistry and history.

Candidates without high school certificates may be admitted under the following conditions:

(1) They must present a certified list of subjects covered, with the grade in each; also the number of recitation periods in each subject.

(2) One recitation period is to count one point.

(3) The total number of points required is 2,880, after the plan of the Board of Regents of the University of the State of New York.

(For a suggested outline of courses, see "Secondary Education, Bulletin 658, Syllabus for Secondary Schools," published by the New York State Educational Department, Albany, N. Y. Price 25 cents.)

(4) Candidates must pass examinations in English, mathematics and science 600 points, and in history 400 points.

(5) The additional 1,880 points required are elective and will be accepted on certificate.

3. Diplomas

Candidates for diplomas in the three-year course in either the secretarial or the physical department may be admitted, provided they satisfy the president that they are qualified for the course which they wish to take.

For entrance to the secretarial course, students must have the equivalent of a high school diploma in:

(1) English, covering grammar, rhetoric and English literature.

(2) History, covering ancient, European, English and United States history.

(3) Bookkeeping and commercial law.

(4) They must also have the equivalent of 300 points additional of high school grade.

For entrance to the physical course, students must have the equivalent of a high school diploma in:

(1) English, covering grammar, rhetoric and English literature.

(2) History, covering ancient, European, English and United States history.

(3) Mathematics, covering arithmetic, algebra and plane geometry.

(4) Physics.

(5) Chemistry.

Students who cannot present satisfactory certificates for work done elsewhere will be required to pass examinations before entrance. Arrangements have been made by the trustees to give instruction to students who may be deficient in English, history, physics, chemistry, mathematics and bookkeeping.

4. Requirements

(1) College and technical school graduates may be given advanced standing if the president finds upon examination that they have satisfactorily completed any subjects in the course for which they are registered.

(2) All men enter the institution on probation. They are recognized as matriculated students only after they have satisfactorily completed one term's work.

(3) All students upon entering must pass a physical examination. Candidates for the physical course should do this before coming to Springfield.

(4) Business experience is most desirable for men entering the secretarial course.

(5) Admission should be applied for at least two weeks before the opening of the College year (Tuesday afternoon, at four o'clock, September 13, 1921), and all students are expected to be present at the opening exercises.

(6) If at any time a student shows lack of the prerequisities for success, he will be dismissed.

(7) No one will be enrolled as a student unless he is taking two hours' recitation work daily. Persons desiring less work may be admitted as visitors, but cannot be rated as students.

(8) No student who is in arrears to the College will be graduated.

(9) Monday and Tuesday, September 12 and 13, will be devoted to registration. A student who enters with conditions or upon examination must make arrangements with the director of his department before the opening of College.

5. Estimate of Expenses for the College Year

The following table is based upon the experience of the past five years:

Table board (Woods Hall, $6.50 per week),	$247 00	$247 00
Furnished room with light and heat ($1.75 per week, 38 weeks). A reduction of twenty-five cents per week if paid monthly in advance,	66 50	66 50
Tuition,	150 00	150 00
Tuition for preparatory year,	100 00	100 00
Locker and towel fee,	6 00	6 00
Boxing, fencing or wrestling,	5 00 to	10 00
*Gymnastic and athletic suits,	25 00 to	50 00
Laundry,	25 00 to	50 00
Text and notebooks,	25 00 to	40 00
Laboratory fees and supplies,	10 00 to	20 00
Class fee,	1 00	1 00
Conventions,	15 00 to	25 00
†Membership in Student Association,	20 00	20 00
Subscription to *Association Men,*	50	50
Subscriptions to physical education magazines,	3 00	3 00
Storage of canoe or boat,	2 50	2 50
	$701 50 to	$791 50
Senior trip,	50 00 to	60 00
Junior trip,	25 00	25 00
Diploma,	5 00	5 00

Tuition is payable for the first half at the opening of College and the second half on the last Monday in January. An additional charge of $10.00 will be made for tuition for each half year unless paid in advance. There will be no refund of tuition for students leaving six weeks or more after the beginning of the fall term or six weeks or more after the last Monday in January. The locker and towel fee and all laboratory fees are payable at the beginning of the year.

Room rent is payable *promptly* on the first day of each month and rooms can be held only upon this condition. A reduction of one dollar per month is made to students who comply with this condition. No reduction of rent will be made to a student who engages a room and fails to appear at the specified time, nor to one who vacates his room less than a month before the close of the College year. Rent stops only when the room is vacated and the key returned to the office. A deposit of fifty cents will be required for each key.

* Students are advised not to purchase gymnastic or athletic suits before coming to the College, as the College has regulation colors and suits which all are expected to wear.

† Students are expected to take out a membership in the Student Association and support its work. This ticket will admit them to the privileges of the city Associations.

Each student lodging in the dormitory will care for his own room, which must be kept scrupulously clean. He will be expected to provide sheets, pillow slips, towels and soap. Beds are all single; pillows, 18 x 25 inches. Rooms are liable to inspection. A student will be held responsible for any damage to College property affecting his room or any part of it.

6. Eligibility for Classes and Promotion

Each student is expected to have at least three forty-five minute classroom exercises each day during five days of the week, also at least two hours' practice, according to the year and department, in gymnastics, athletics, laboratory work, practical work in the Young Men's Christian Association or other normal practice.

There is no school on Saturday.

Students are not eligible for classes until the tuition has been paid or properly arranged for at the financial office. In laboratory courses where a special fee is charged this must be paid before the student can be admitted to the course.

Probation.

A student may be placed on probation should there be doubt regarding his qualities for Christian leadership or moral character or when his work is unsatisfactory in general, whether in classroom, gymnasium, field or in normal practice.

During this period of probation he shall not be excluded from representing the College, if otherwise eligible, except by faculty vote.

Absence from Classes.

No excuse will be given for any absences. But to provide for College representation five absences during any term, or the equivalent of a week of attendance, will not affect the student's grade. Two tardy marks will count as one absence. One per cent will be subtracted from the term's average for each additional absence above these five.

The first two and the last two days of each term are of so much importance that two per cent will be subtracted for each absence on these days.

Special Examinations.

An examination is termed "special" when it is given to pass a subject or raise a grade, following failure to make satisfactory standing for a term. Conditions in physical practice due to inefficiency or overcuts must be made up by the necessary extra attendance prior to the special examination. For a "special" examination, a fee of $2.00 shall be paid in advance. Students who are in good standing and who have been kept out of classes by illness, injury or other unavoidable causes, may be allowed to make up lost work within two weeks following return to College without payment of a fee. Such examinations are not considered "special," as the student has not failed.

Promotions.

A student who has any preparatory conditions may not be promoted into the Sophomore class, but shall be rated a Freshman during the whole of the first term or as much longer as the conditions continue. During this time he shall not enjoy Sophomore privileges or represent the class in any activity.

A student who has any Freshman conditions may not be promoted into the Junior class but shall be rated a Sophomore during the whole of the first term or as much longer as the conditions continue. During this time he shall not enjoy Junior privileges or represent the class in any activity.

A Senior may not be admitted to the winter or spring terms with any (theory) classroom conditions against him.

A Senior shall not be eligible for graduation if he has any physical practice conditions against him on May 1. Examinations on unfinished work preceding May 1 will be given during the week following Commencement.

If conditions do exist, the student shall not attend classes except by permission of the faculty till such conditions are removed.

This standard has a definite bearing upon the question of degrees.

Men habitually falling below eighty shall be regarded as ineligible for degrees regardless of final grades.

All students are expected to be members in some Young Men's Christian Association in Springfield or vicinity.

7. Eligibility to Represent the College

(1) Professors shall report twice each term to the dean the names of students who are not passing in their work. The dates for such reports shall be previously decided upon by the faculty.

A student who is not passing in three full subjects as indicated by card term reports, may not represent the College in any function or activity, occupy any important office in College organizations or engage in any normal work except by special vote of the faculty.

(2) A student who has three or more conditions a term old shall not be eligible to represent his class or College in any function or activity. A condition is defined as incompleted work in any subject unit of any term.

(3) The names of all ineligible students with date of ineligibility shall be posted to prevent misunderstanding and for the benefit of coaches. The frequent appearance of a name on this list or the continuation of such a condition may be considered a sufficient reason for suspension or failure to promote, graduate or grant degrees.

(4) Only members of the student Association are eligible to represent the College.

(5) No Freshman shall participate in varsity athletics or represent the College in any competition. This will not be interpreted to exclude Freshmen from playing on Freshman teams or against similar organizations from other institutions.

8. Faculty Control

Faculty Advisers. The chairman of the physical department committee of the student Association will confer with the director of the physical department regarding general matters of policy in all physical activities. The director appoints faculty advisers for each sport who will advise with the coaches, managers and captains regarding the schedules and management of individual teams. Schedules become official only when they have been adopted by the faculty.

Scholarship Regulations. Men with conditions in more than two subjects (the word subject to mean one term's work in any study) which are one term old shall not represent the College in any public exhibition. Special students may not represent the College unless they are carrying successfully fifteen hours of work per week. Men who are rated by the faculty as special students are not eligible to act as captains or managers.

Physical Condition. Teams are limited to men physically fit for the contest in which they wish to engage. Fitness is determined by the director after careful examination at the time of entrance. Additional examinations are made if any doubt exists as to physical fitness.

Outside Competition. Individual students or teams shall not enter competition on other than regularly organized college teams without the consent of the director from September 15 to June 10.

9. Student Control

General Supervision.

The physical department committee of the student Association has general supervision under the direction of the faculty of all varsity, College and class teams in competition. They may recommend to the faculty men competent as coaches for the various teams. If these men are outside the regular faculty, a deposit of an amount satisfactory to the faculty must be made with the College treasurer for the salary of the coaches. All salaries are paid by the College through its treasurer.

Major and Minor Teams. The football, baseball, gymnastic and track teams are recognized as major teams. Soccer, hockey, basket ball, fencing, swimming, cross country, wrestling and tennis at present constitute the group of minor teams.

Regulation Sweaters.

Team	Uniform	Emblem
Rugby football	White "V" neck sweater	Maroon S
Baseball	White "V" neck sweater	Maroon S
Gymnastic team	White "V" neck sweater	Maroon S
Track	White "V" neck sweater	Maroon S
Soccer	White "V" neck sweater	Maroon ASF
Basket ball	White "V" neck sweater	Maroon BSB
Hockey	White "V" neck sweater	Maroon HST
Fencing	White "V" neck sweater	Maroon FSF

Team	Uniform	Emblem
Tennis	White "V" neck sweater	Maroon TSt
Swimming	White "V" neck sweater	Maroon sSt
Wrestling	White "V" neck sweater	Maroon wSt
Cross country	White "V" neck sweater	Maroon cSc

Team Emblems and Certificates.

Team emblems and certificates are given by the student Association to those who make varsity. The varsity emblem consists of a six-inch block S, maroon in color. The minor teams have the same emblem with two-inch team letters on each side of the emblem. The second team emblem is a five-inch block S with the figure two inserted in it. The class numerals consist of three-inch block maroon numerals.

Varsity emblems and certificates are given under the following conditions:

Varsity Emblems.

Each team, with the exception of the gymnastic team, must have four recognized colleges on its schedule.

The gymnastic teams shall have a schedule of not less than eight exhibitions and the individual must take part in all exhibitions.

Minor Emblems.

The team must have a schedule of at least four games.

The individual must take part in at least two full or four half games.

Class Numerals. These are given to men who play in one full half on any championship class team or win a point in one of the interclass competitions.

10. Self-Support

Many of the students earn a portion of the expenses of the course either during vacation or by securing work in the city. The institution cannot undertake to find work for students in advance of their coming, but by letters of introduction, information and in other ways renders much assistance to students with insufficient means. A small loan fund, however, has enabled quite a number of students to complete their courses. The income from the Foss Fund of $1,000 is also available for this purpose. A number find opportunity for work in connection with the buildings. Students are given positions as assistant teachers in the preparatory department, in the gymnasium and on the athletic field. A number secure positions in neighboring Associations. Candidates for admission who have insufficient means are invited to correspond with the president.

11. Student Organizations

The College does not permit fraternities, brotherhoods or permanent social clubs.

The Student Association

The Student Association is the great factor in student life. It fosters and administers the religious activities of the student body. It controls and administers all varsity and class athletics, the College dining-hall, the student coöperative store, the employment bureau, the literary societies, College dramatics, the musical clubs and all College social activities. The official organ of the Student Association is the *Springfield Student.*

Participation in all student activities is dependent upon membership in the Student Association. The annual fee of twenty dollars admits the member to all athletic contests, gymnastic exhibitions and entertainments without recurrence of further dues. This fee also includes subscription to the *Springfield Student.*

All activities of the Student Association must be carried on in harmony with the ideals of the College and subject to the approval of the president. The annual budget and the appointment of permanent employees and coaches must be submitted to him for approval. When not needed for College purposes, it has been the practice of the institution to allow the Student Association the use of Woods Hall and the athletic fields. The use of this property must be subject to the supervision of the College authorities.

It is expected that every man will join the Association upon his arrival in Springfield.

Senate

In May, 1907, the students adopted resolutions creating a student senate consisting of four Seniors, three Juniors, two Freshmen and one Preparatory, elected by popular vote from members of the Student Association.

Through the senate the student body is self-governing. It is responsible for the regulation of student conduct and customs. It is given the power to discipline and if necessary dismiss undesirable students. The actions of the senate must be carried on in harmony with the ideals of the College and subject to the approval of the president. Students who feel aggrieved have the right of appeal to the president.

The senate has filled a great need in the student body and the experience of past years has shown the wisdom of having such an organization.

Lee Literary Society

This society, the oldest of its kind in the College, has accomplished much useful work. Since its inception it has striven to give thorough discipline in debate and in the proper conducting of the deliberative assemblies. Through its regular weekly meetings its members are afforded an opportunity of acquiring that facility of speech and that clearness and force in the expression of thought and feeling which form such a valuable asset in after years. The Lee Society was named in honor of Henry S. Lee, one of the early benefactors of the College. This society has for critic Prof. H. M. Burr, whose kindly and sympathetic criticism contributes so

much to its success. An annual prize debate for gold and silver medals usually concludes the season.

McKinley Literary Society

The McKinley Literary Society this past year has been of great service to its members for training in parliamentary law, public speaking and debating. The critic of the society, Professor Wade, has been most helpful in his work, benefiting the members by his criticisms and encouraging the work of the society. The student critic work, giving the members an opportunity themselves of criticising the program, has been a success. The past year, the sixteenth in the history of the society, has shown an increasing interest by the members. The programs have been well planned and faithfully carried out, covering a wide range of popular subjects. The social life of the society, with evenings on the lake, canoe trips, camp suppers and the annual banquet in Woods Hall, keeps the members alive to the possibilities in their later work. Members of incoming classes are always welcome to the society's meetings and all are invited to join.

The International Lyceum

The seventeenth year of the Lyceum's existence has been most successful. Owing to the growth of the College, it was deemed advisable to increase the limit of membership to thirty-five.

The programs as in the past have been varied and of social and literary interest. The constitution has been revised and especial attention is being given to developing a knowledge of parliamentary practice, together with ease and fluency in speaking.

The Lyceum extends to all new students a most cordial invitation to become one of the society in the study of literature and of the art of public speaking so essential to Association men.

The Philomathean Literary Society

The Philomathean Literary Society has now been in existence for twelve years and during this time its progress has been steadily advancing and the success of its teams in the intersociety debating contest has been of the highest.

The purpose of the society is to develop the art of public speaking, to become familiar with parliamentary procedure and to stimulate an interest among its members for conducting business in a systematic manner. It is also the aim of the society to foster a fraternal spirit among its members and to assist in developing their social nature. The membership in this society is limited to twenty-five, that there may be a larger opportunity for development along these lines. The society is fortunate in having Prof. R. L. Cheney as critic. His hearty coöperation, sympathy and helpful criticism have contributed much to the efficiency of the society.

The society meets each Monday evening at 7.15 during the College year. A cordial invitation is extended to all to attend any of its sessions and especially are all members of incoming classes invited to be present at its regular meetings.

Weidensall Literary Society

A voluntary organization of students for the study and discussion of rural life problems and literature and for personal development in character and in facility and power in public debate. This new literary society, while not limited in membership to county work men, gives its attention nevertheless to rural life topics. The society meets each Monday evening throughout the year and combines in its program the functions of a social organization, a literary society and a seminar. This society is affiliated with the federation of Collegiate Country Life Clubs.

The British Society

This society, composed of men from all parts of the British Empire, was formed some years ago with a view to keeping all its members in a close fellowship with each other and also for the promotion of a spirit of comradeship with the men of America while they are in this country. Since the formation of the society many of its members have passed out to do Young Men's Christian Association work in all parts of the world. In Australia, France, Russia, India, South Africa, England, Canada, Hawaii and many other places are to be found men who were former members of the society.

Various functions are held throughout the year, including the banquet to incoming men in the fall and a celebration in the country on May 24, Empire Day.

College Musical Club

The musical work of the College is described on page 43. The musical club, composed of glee, mandolin and guitar clubs and orchestra, is the organized means of expression for the musical talent in the College. With the rapid growth of the College a parallel standard of excellence is the goal of the club. The objectives are: To promote the interest in music within the College; to prepare students for serving musically in the secular and religious work in the Young Men's Christian Association and to provide opportunity for service in the religious life of Springfield and vicinity. Those with musical ability are always welcomed within its ranks. Members receive recognition for faithful work in the form of a suitable emblem and certificate.

College Dramatic Club

Dramatics find a prominent place in the College and the plays presented by the students are of a particularly high order. Any member of the student Association may try out for a place in the cast of the Commencement play

and any member of the Junior class for the Junior class play to be presented in March. The chairman of the Dramatic Club is appointed by the student Association and the committee is made up of the chairman and the four committee men.

Entering students interested in dramatics should consult the chairman as soon as they arrive at the College.

The Student Volunteer Band

The Student Volunteer Band of the College works in coöperation with the missionary committee of the student Association in its endeavor to increase the interest of students in the foreign field. The aim is two-fold: (1) To interest and enlist students as active student volunteers, and (2) to increase the knowledge of the needs and opportunities of the foreign work in order that those men who are to carry on the work at home may still feel a sympathetic responsibility for the work in foreign lands. Not all can become workers in foreign lands, but a knowledge of the great world problems which other men are trying to solve will make better workers in a man's own field and make him an indirect foreign worker in many ways.

Any new men who are interested in the problems of foreign missions are invited to get in touch with the chairman of the missionary committee as soon as they arrive in Springfield.

The Springfield Student

The *Springfield Student* is the representative College paper, which was first issued in January, 1908, when it appeared in connection with *The Association Seminar*. In October, 1910, it became a separate publication. The purpose of the *Springfield Student* is to accurately represent the College in all its departments and to encourage the students in self-expression along literary lines. The paper is under the supervision of the student Association, but directly controlled by the editorial board, which consists of a staff partially elected and partially appointed.

12. Contributions

To maintain the work of the College on its present plane of efficiency, a yearly income of $167,000, aside from tuition fees and room rentals, is required. Inquiries concerning the finances will receive prompt attention if addressed to Laurence L. Doggett, President, and remittances may be made payable to Henry H. Bowman, Treasurer.

The College has a partial endowment fund of $192,913, which has been contributed by friends of the institution during the past few years.

This consists of the following funds:

Parmlee Memorial Fund	$10,000
Horace Smith Fund	45,000
Horace Smith Loan Fund	5,400
Russell Sturgis Memorial Fund	1,000
R. R. McBurney Fund	3,000
Henry S. Lee Fund	5,000
F. M. Kirby Fund	5,000
F. B. Pratt Fund	5,000
Emerson Gaylord Memorial Fund	5,000
Woods Hall Endowment Fund	4,600
Mary R. Searle Library Fund	1,000
Foss Student Loan Fund	1,000
Frances Moody Memorial Fund	10,000
Robert A. Harris Memorial Fund	1,000
Edwin F. See Memorial Fund	2,500
George W. Collord Student Loan Fund	1,500
Theron H. Hawks Fund	500
British Loan Fund	300
Sherman D. Porter Fund	10,000
Mary C. K. Preston Fund	1,600
Edward P. Hitchcock Fund	5,000
Edward W. Marsh Fund	29,000
Colton Fund	3,000
Zenas Crane Fund	5,000
General Fund	43,513
	$192,913

13. Bequest for Endowment

I give and bequeath to the International Young Men's Christian Association College, Springfield, Mass., the sum of ———— to be safely invested by them and called the ———— Fund, the interest of this fund to be applied to the use of the College.

14. Perpetual Loan Fund

For the purpose of founding a perpetual loan fund in the International Young Men's Christian Association College, Springfield, Mass. [or any of its departments, if so stated], I hereby give the sum of ———— —or its equivalent in good securities at cash value—to be safely invested by them, the income to be loaned toward the education of students who have already shown ability in the work of the College.

Students 1918-1919

Graduate

McRae, Duncan Albert	P	Edmonton, Alberta

Senior Class (1919)

Banister, Albert Leslie	P	Bondsville, Mass.
Brett, Ernest Emil	P	Portland, Me.
Cottrell, Elmer Bert	P	Springfield, Mass.
Fung, Henry Kien-tung	P	Canton, China
Habermann, Ray Edward	P	Florence, Wis.
Hillebrandt, Herman H. N.	P	New York City
Horton, Clifford Emory	P	Spokane, Wash.
Hughes, Robert Payton	P	Brooklyn, N. Y.
Hurlburt, Clifford Sherman	P	Bridgeport, Conn.
Kerr, George Harry	C	Lynn, Mass.
Lyon, Harry Speidel	P	Bridgeport, Conn.
MacIntyre, Donald Roy	P	Manchester, N. H.
Markley, Charles Arthur	P	Newark, N. J.
Morgan, Dean Campbell	P	Hopkinton, Ia.
Parker, Wallace C.	P	Springfield, Mass.
Quinlan, Percy Hall	P	Needham Heights, Mass.

Sixteen Seniors.

Junior Class (1920)

Atkinson, Ralph Cosby	P	Springfield, Mass.
Brining, Theodore Raymond	S	Washington, D. C.
Carling, Clarence Ludwick	P	Jamestown, N. Y.
Carlson, Harry Gordon	P	Cleveland, O.
Clarke, Robert Carter	P	Morristown, N. J.
Cooper, Robert Ulsh	P	Jersey Shore, Pa.
Elbel, Edwin Robert	P	South Bend, Ind.
Fisher, Edward Michael	P	Reading, Pa.
Jeffrey, Arthur Guthrie	S	New York City
Johnson, Milton Rudolph	P	Rochester, N. Y.
Kalloch, Samuel Joseph	P	Holyoke, Mass.
Leonard, Clinton Snow	S	East Taunton, Mass.
Mansfield, Norman John	P	Springfield, Mass.
Moench, Francis Jacob	P	Sag Harbor, N. Y.
*Rodriguez, Julio Juan	P	Montevideo, Uruguay
Schwenning, Gustav Theodore	S	Rochester, N. Y.

Sharp, Nelson Joseph	P	Hartford, Conn.
Spencer, Wesley Gaffield	P	Andover, Mass.
Van Wagner, Floyd Marcellus	P	Hyde Park, N. Y.
Weber, Frederick	P	Rochester, N. Y.
Ybargoyen, Samuel	P	Montevideo, Uruguay
Ylanan, Regino Rodriguez	P	Cebu Cebu, P. I.

Twenty-two Juniors.

Sophomore Class (1921)

Arms, Harlan Sherman	P	Conway, Mass.
Barclay, George Davis	P	Manchester, N. H.
Brown, Sidney Foster	P	Westmount, Que.
Edwards, Charles Harry	P	Waterbury, Conn.
Fahl, Rudolph	P	Middletown, Conn.
Fink, Arnold Frederick	P	Schenectady, N. Y.
Fulton, Howard Bosworth	S	Colton, N. Y.
Hammond, Robert Lewis	P	Derby, Conn.
Haynes, William Henry	S	Brookline, Mass.
Hobart, George Clarmore	P	Morton, N. Y.
Hutchinson, Edmund James	P	Ithaca, N. Y.
Jayne, Charles Van Wyck, Jr.	S	North Adams, Mass.
Jones, Alfred William	S	North Attleboro, Mass.
Koogle, Robert Huffman	P	Lebanon, O.
Ladd, Everett William	P	Willimantic, Conn.
Linden, Russell Walfred	P	Muskegon, Mich.
Livingstone, Alfred	P	Paterson, N. J.
Mathewson, Fay Stewart	P	Providence, R. I.
McMichael, Harry Thomas	S	Bellevue, O.
Munson, Samuel Kenneth	S	Napanoch, N. Y.
Niday, Everett Floyd	P	Corydon, Ia.
Noren, Arthur Theodore	P	Bridgeport, Conn.
O'Donnell, Edmund William	P	South Bend, Ind.
Peters, Raymond William	P	Pittsburgh, Pa.
Piper, Willis Dexter	P	Springfield, Mass.
Redshaw, Albert Chester	S	New Brunswick, N. J.
Scott, Ross Clark, Jr.	P	Adams, N. Y.
Twombly, Edwin Parker	P	Groveland, Mass.
Williams, Elton Lorimer	P	Chelsea, Mass.
Wilson, John Russell	P	Reading, Pa.

Thirty Sophomores.

Freshman Class (1922)

Abbate, Dante Joseph	P	Torrington, Conn.
Alden, Reginald John	P	Springfield, Mass.
Bennett, Donald Graham	P	Worcester, Mass.

Berry, Ernest Arthur	S	Newburgh, N. Y.
Bradley, Adrian Conroe	P	Greenwich, Conn.
Bradley, Edward Russell	P	Atlantic City, N. J.
Burgess, William Edwin	P	Portland, Me.
Burns, Henry Leroy	P	West Haven, Conn.
Chase, William Bartlett	S	New Bedford, Mass.
Chattin, Joseph Glidden	P	Mountainside, N. J.
Christian, Wayne	P	Reading, Pa.
Clegg, Arthur Andrew	P	New York City
Cotton, Reginald Ernest	P	White Plains, N. Y.
Davis, Clarence William	P	Hartford, Conn.
Delano, Chester Kenneth	P	Plymouth, Mass.
Denny, Giles Maurice	P	Mexico, N. Y.
Derose, Louis Carmelo	P	Springfield, Mass.
Doggett, Clinton Locke	S	Springfield, Mass.
Downs, Myron Herbert	C	South Jamesport, N. Y.
Eastwood, Floyd Reed	P	Rochester, N. Y.
Ellinwood, James Vincent	P	Batavia, N. Y.
*Fackiner, John Calvin	P	Summit, N. J.
Fitch, Cyril Edward	C	Riverhead, N. Y.
Fletcher, Norman Willmont	P	Suffield, Conn.
Ford, Judson	P	Ridgewood, N. J.
Forsyth, Charles Wendell	P	West Springfield, Mass.
Foster, William Oliver	S	Centerville, R. I.
Graves, Charles Weaver	P	New London, Conn.
Grundy, Earle Benjamin	S	Skowhegan, Me.
Hall, Hiram Soloman	P	Cambridge, Mass.
Hallberg, Charles W.	S	New Britain, Conn.
Hannigan, Thomas Francis	P	Worcester, Mass.
Haughey, James Patrick	P	Vineland, N. J.
Heck, Esbon Elton	S	Holyoke, Mass.
Hodges, George Connor	P	Springfield, Mass.
Hoercher, Frank Raymond	P	Rochester, N. Y.
Hosley, David Grant	P	North Adams, Mass.
Howland, Karl Zene	P	Phillips, Me.
Hurst, James Bowden	P	Norristown, Pa.
Husbands, LeRoy Clinton	P	Elizabeth, N. J.
Huston, Leon Leroy	P	Lisbon Falls, Me.
Jacobson, Jack Lorenzo	P	Detroit, Mich.
Jones, Clement Edward	S	Torrington, Conn.
Kane, Lee	P	Newburgh, N. Y.
King, Victor Emmanuel	P	Dover, N. H.
Lee, Sawyer Grant	S	Rochester, N. Y.
Leonard, Albert Shepard	P	Melrose, Mass.
Long, John Franklin	S	Jeannette, Pa.
Macomber, Roland Bryant	P	Wilton, Me.
Mansfield, Frederick William	S	New Haven, Conn.

Martin, Ivan James	P	Manchester, N. H.
McCaskie, Kenneth Louis	P	East Orange, N. J.
Merwin, John Demarest	C	Southold, N. Y.
Moore, Edmund Halsey, Jr.	P	East Orange, N. J.
*Motoki, Ichiji	S	Miyeken, Japan
Nash, Archibald Cecil	P	Cambridge, Mass.
Offer, Alfred Benjamin	S	Coeur d'Alene, Idaho
Osborne, William Terry	P	Port Jefferson, N. Y.
Parker, Gerald Edgar	P	Carthage, N. Y.
Paul, Charles Albert	P	Rochester, N. Y.
Porter, John Bunyan	S	Hampton, Va.
Pucillo, John	P	Newark, N. J.
Quaas, Harry Loring	P	Newark, N. J.
Reid, Charles Frederick	P	Rochester, N. Y.
Richardson, Theodore	P	Bar Harbor, Me.
Rizzolo, Attilio Mario	S	Newark, N. J.
Schaefer, Arthur Frederick	P	Cleveland, O.
Simms, Morris Allen	P	Washington, D. C.
Simon, Carl Frank	P	Manchester, N. H.
Stack, Francis John	P	Binghamton, N. Y.
Starr, John Howard	P	New London, Conn.
Steinhilber, John William	P	Carthage, N. Y.
Stevens, Charles Everett	P	Walden, N. Y.
Swartz, Melvin Myer	S	East Syracuse, N. Y.
Taraldsen, Earl Norman	P	New Haven, Conn.
Thompson, Herbert Arthur	P	Rochester, N. Y.
Thurmond, Felix Crofton	C	Houston, Tex.
Traver, Ralph L.	P	Rhinebeck, N. Y.
Twist, LoRee Beecher	S	Morristown, N. J.
Ward, Edwin Henry	P	Norwood, Mass.
Weaver, Chester Laurence	S	Washington, D. C.
Wells, Marcus Belden	S	White Plains, N. Y.
Whitney, Robert Earl	P	Mexico, N. Y.
Wright, Charles Clayton	P	West Haven, Conn.

Eighty-four Freshmen.

Preparatory Class (1923)

Bennett, Raymond Alexander	S	Elsmere, Del.
Bernert, George	P	Springfield, Mass.
Bowman, Robert Roland	S	Niagara Falls, N. Y.
Brown, Howard Elbert	S	Binghamton, N. Y.
Farrar, Raymond D.	S	Paterson, N. J.
Hodge, Homer Louis, Jr.	P	Bridgeport, Conn.
Kimbell, Elias Atterbury	P	New York City
Lakeman, Earl Loring	P	Bridgeport, Conn.
Lundgren, John A.	C	Higganum, Conn.

Maynard, Floyd Miles	S	Millers Falls, Mass.
Metcalf, Robert Kelly	P	Burford, Ont.
Miller, Winfred Augustus	S	Mexico, N. Y.
*Mueller, Charles, Jr.	P	Newark, N. J.
Rasch, John	P	Middletown, Conn.
Robbins, Francis Allen	P	Chelsea, Mass.
Roberts, Clifford Earl	P	Rockland, Mass.
Tikiöb, Julius Edward	S	Stamford, Conn.

Seventeen Preparatory.

Summary 1918-1919

	Secretarial	Physical	County
Graduate,		1	
Seniors,		15	1
Juniors,	4	18	
Sophomores,	7	23	
Freshmen,	19	61	4
Preparatory,	7	9	1
	37	127	6
Total,			170

States Represented

Connecticut,	25	New Hampshire,	5
District of Columbia,	3	New York,	43
Delaware,	1	Ohio,	4
Idaho,	1	Pennsylvania,	7
Iowa,	2	Rhode Island,	2
Indiana,	2	Texas,	1
Maine,	7	Washington,	1
Massachusetts,	36	Wisconsin,	1
Michigan,	2	Virginia,	1
New Jersey,	18		

Countries Represented

Canada,	3	Philippines,	1
China,	1	Uruguay,	2
Japan,	1		

S Secretarial, including Boys Work.
P Physical Education.
C County Work.
* Partial Course.

Students 1919-1920

Graduate Course

Brett, Ernest Emil	P	Exeter, N. H.
Garniss, George Winslow	P	Yarmouthville, Me.
Hillebrandt, Herman Henry	P	New York City

Three Graduate.

Senior Class (1920)

Brining, Theodore Raymond	S	Washington, D. C.
Brown, Hubert Earle	P	Gloucester, Mass.
Burns, Clifford Sheldon Fred	S	Springfield, Mass.
Cammack, Robert Walter	P	Whittier, Calif.
Carling, Clarence Ludwick	P	Jamestown, N. Y.
Carlson, Harry Gordon	P	Cleveland, O.
Cate, Rex March	P	Wakefield, Mass.
*Clarke, Robert Carter	P	Morristown, N. J.
Coffin, Elmer Carleton	P	Marblehead, Mass.
Conner, Hugh Wesley	P	Henniker, N. H.
Cooper, Robert Ulsh	P	Jersey Shore, Pa.
Corson, Earl Leroy	C	Okeana, O.
Drew, Harold Delbert	P	Patten, Me.
Eggebrecht, Carl August, Jr.	P	Wausau, Wis.
Elbel, Edwin Robert	P	South Bend, Ind.
Fisher, Edward Michael	P	Reading, Pa.
Graham, Charles Luther	P	Dayton, O.
Hall, Richard Mant	P	Brooklyn, N. Y.
Hewett, Charles Gregory	B	Rockland, Me.
Hutchinson, Edmund James	P	Ithaca, N. Y.
Jeffrey, Arthur Guthrie	S	New York City
Johnson, Milton Rudolph	P	Rochester, N. Y.
Jones, Vivian Maxwell	P	Birmingham, Ala.
Judd, Leslie James	P	Adelaide, South Australia
Kalloch, Samuel Joseph	P	Holyoke, Mass.
LaPoint, Wilfred John	C	Greenfield, Mass.
Lavik, Rudolf Halbert	P	Milnor, N. D.
Leonard, Clinton Snow	S	East Taunton, Mass.
Leonard, Thomas Hawthorne	C	Newport, R. I.
*Lu, Sung En	P	Nanking, China
Mansfield, Norman John	P	Springfield, Mass.
Mattocks, David Daniel	S	Philadelphia, Pa.
Mo, John	P	Shanghai, China

Moench, Francis Jacob	P	Sag Harbor, N. Y.
Patrick, Herbert Laurence	B	Reading, Mass.
Purvere, Lester Hosmer	P	East Providence, R. I.
*Quinlan, Percy Hall	P	Needham Heights, Mass.
Reid, James Cluhan	S	Sydney, N. S.
Rodriguez, Julio Juan	P	Montevideo, Uruguay
Rutherford, Andrew	C	Wheatland, Man.
Samson, Paul Andrew	S	Revelstoke, B. C.
Schwenning, Gustav Theodore	S	Rochester, N. Y.
Smith, Robert Henry, Jr.	B	Brooklyn, N. Y.
Spencer, Wesley Gaffield	P	Andover, Mass.
Tandy, Burton Starr	B	Brooklyn, N. Y.
Van Wagner, Floyd Marcellus	P	Hyde Park, N. Y.
Weber, Frederick	P	Portland, Ore.
Yeoman, Raymond Cecil	S	Woodstock, Ont.
Ylanan, Regino Rodriguez	P	Cebu Cebu, P. I.

Forty-nine Seniors.

Junior Class (1921)

Arms, Harlan Sherman	P	Conway, Mass.
Barclay, George Davis	P	Manchester, N. H.
Begg, Roy Heron	P	Hamilton, Ont.
Conklin, Robert Josiah	S	Montclair, N. J.
Cowell, Charles Clarence	P	Akron, O.
Custer, Irvin Dallas	P	Portland, Ore.
Dome, Arthur Edmond	P	New Albany, Ind.
Edwards, Charles Harry	P	Waterbury, Conn.
Elwell, Oscar Lucius	C	Bennington, Vt.
Fahl, Rudolph	P	Middletown, Conn.
Fulton, Howard Bosworth	S	Colton, N. Y.
Hartshorn, Victor Hughes	P	Washington, D. C.
Haynes, William Henry	B	Brookline, Mass.
Hobart, George Clarmore	P	Morton, N. Y.
Jones, Alfred William	S	North Attleboro, Mass.
*Koogle, Robert Huffman	P	Lebanon, O.
Ladd, Everett William	P	Willimantic, Conn.
*Livingstone, Alfred	P	Paterson, N. J.
Mathewson, Fay Stewart	P	Providence, R. I.
McMichael, Harry Thomas	B	Bellevue, O.
Montague, Kirk Godbey	P	Portland, Ore.
Munson, Samuel Kenneth	S	Ellenville, N. Y.
Noren, Arthur Theodore	P	Bridgeport, Conn.
O'Donnell, Edmund William	P	South Bend, Ind.
Peabody, Allen Stone	P	Haverhill, Mass.
Peters, Raymond William	P	Pittsburgh, Pa.
Piper, Willis Dexter	P	Springfield, Mass.

*Rouse, Hallock	P	Worcester, Mass.
Scott, Ross Clark, Jr.	P	Adams, N. Y.
Suva, Geronimo	P	Neuva Ecija, P. I.
Twombly, Edwin Parke	P	Groveland, Mass.
*Wang, Shih Ching	C	Peking, China
*Wang, Wen Lin	P	Peking, China
Watson, Louis Lee, Jr.	P	Washington, D. C.
Williams, Elton Lorimer	P	Chelsea, Mass.
*Wilson, John Russell	P	Reading, Pa.
Zeigler, Edwin Harold	P	Elizabethville, Pa.

Thirty-seven Juniors.

Sophomore Class (1922)

Abbate, Dante Joseph	P	Torrington, Conn.
Alden, Reginald John	P	Springfield, Mass.
*Andrews, Harlan Francis	P	Weedsport, N. Y.
Bedell, Harry Perlee	P	White Plains, N. Y.
Bennett, Donald Graham	P	Worcester, Mass.
*Berry, Ernest Arthur	B	Newburgh, N. Y.
Bradley, Adrian Conroe	P	Greenwich, Conn.
Bradley, Edward Russell	P	Atlantic City, N. J.
Brandt, Henry	P	Geneva, Switzerland
Burgess, William Edwin	P	Portland, Me.
Burns, Henry Leroy	P	West Haven, Conn.
Chase, William Bartlett	S	New Bedford, Mass.
Chattin, Joseph Glidden	P	Mountainside, N. J.
Christian, Wayne	P	Reading, Pa.
Clegg, Arthur Andrew	P	New York City
Coyer, Hubert Edward	P	North Tonawanda, N. Y.
Davis, Clarence William	P	Hartford, Conn.
Davis, Frank Shepherd	S	Menlo, Calif.
Delano, Chester Kenneth	P	Plymouth, Mass.
Denny, Giles Maurice	P	Mexico, N. Y.
Dickson, Henry Lawrence	P	Jamestown, N. Y.
Downs, Myron Herbert	C	South Jamesport, N. Y.
Eastwood, Floyd Reed	P	Rochester, N. Y.
Ellinwood, James Vincent	P	Batavia, N. Y.
*Fenton, James Francis	P	Amherst, Mass.
Fink, Arnold Frederick	P	Schenectady, N. Y.
Fitch, Cyril Edward	C	Riverhead, N. Y.
Ford, Judson	P	Ridgewood, N. J.
Foster, William Oliver	S	Centerville, R. I.
Graves, Charles Weaver	P	New London, Conn.
Hall, Hiram Soloman	P	Cambridge, Mass.
Haughey, James Patrick	P	Vineland, N. J.
Heck, Esbon Elton	S	Holyoke, Mass.

Hodges, George Connor	P	Springfield, Mass.
Hoercher, Frank Raymond	P	Rochester, N. Y.
Hosley, David Grant	P	North Adams, Mass.
Hurst, James Bowden	P	Norristown, Pa.
Husbands, LeRoy Clinton	P	Elizabeth, N. J.
Huston, Leon Leroy	P	Lisbon Falls, Me.
Kane, Lee	P	Newburgh, N. Y.
*Keegan, Thomas Michael	P	Worcester, Mass.
Kimball, Harold Lincoln	C	Waltham, Mass.
King, Victor Emmanuel	P	Dover, N. H.
*Lee, Harold Thompson Innis	P	Toronto, Ont.
Leonard, Albert Shepard	P	Melrose, Mass.
Long, John Franklin	S	Jeannette, Pa.
Macomber, Roland Bryant	P	Wilton, Me.
*Mansfield, Frederick William	S	New Haven, Conn.
Martin, Ivan James	P	Manchester, N. H.
McCarraher, John Dewey	P	Phoenixville, Pa.
McCaskie, Kenneth Louis	P	East Orange, N. J.
Merwin, John Demarest	C	Southold, N. Y.
Moore, Edmund Halsey, Jr.	P	East Orange, N. J.
Morrison, Daniel Kenneth	C	Newport, R. I.
Offer, Alfred Benjamin	B	Coeur d'Alene, Idaho
Osborne, William Terry	P	Port Jefferson, N. Y.
Parker, Gerald Edgar	P	Carthage, N. Y.
Parker, Richard Wilbur	S	North Attleboro, Mass.
Paul, Charles Albert	P	Rochester, N. Y.
Porter, John Bunyan	S	Hampton, Va.
Pucillo, John	P	Newark, N. J.
Quaas, Harry Loring	P	Newark, N. J.
Redshaw, Albert Chester	S	New Brunswick, N. J.
*Reid, Charles Frederick	P	Rochester, N. Y.
*Richardson, Theodore	P	Bar Harbor, Me.
Rizzolo, Attilio Mario	S	Newark, N. J.
Rockhill, Lawrence Hunter	P	Lebanon, O.
Romeo, Frank	P	Hammonton, N. J.
Schaefer, Arthur Frederick	P	Cleveland, O.
*Simms, Morris Allen	P	Washington, D. C.
Simon, Carl Frank	P	Manchester, N. H.
*Stack, Francis John	P	Binghamton, N. Y.
Starr, John Howard	P	New London, Conn.
Steinhilber, John William	P	Carthage, N. Y.
Stevens, Charles Everett	P	Walden, N. Y.
*Swartz, Melvin Myer	S	East Syracuse, N. Y.
Taraldsen, Earl Norman	P	New Haven, Conn.
Thayer, Clarence Putnam	P	Brockton, Mass.
Thompson, Herbert Arthur	P	Rochester, N. Y.
Thurmond, Felix Crofton	C	Houston, Tex.

Traver, Ralph L.	P	Rhinebeck, N. Y.
Twist, LoRee Beecher	B	Morristown, N. J.
Walmer, Harold Soulliard	P	Myerstown, Pa.
Ward, Edwin Henry	P	Norwood, Mass.
Watters, Leonard Alvyn	P	South Bend, Ind.
Weaver, Chester Laurence	B	Washington, D. C.
Wells, Marcus Belden	C	White Plains, N. Y.
Whitney, Robert Earl	P	Mexico, N. Y.
*Wood, John Wheeler	P	Bristol, Conn.
Wright, Charles Clayton	P	West Haven, Conn.

Ninety Sophomores.

Freshman Class (1923)

Abercrombie, Edward Francis	P	Bridgeport, Conn.
Adams, Oliver Justin	P	Chelsea, Mass.
Aldrich, Charles Merritt	P	West Haven, Conn.
Anderson, Harry Wright	P	Nemaha, Neb.
Aquino, Serafin	P	San Miguel, Bulacan, P. I.
Atchison, Robert Cecil	P	Farmdale, O.
Aylsworth, George Hiram	P	Rochester, N. Y.
Bahn, Jesse Richard	S	Binghamton, N. Y.
Bass, Kendall Dailey	B	Springfield, Mass.
Bauer, Fred Louis	P	Auburn, Ind.
*Beausoleil, Dores Charles	P	New Haven, Conn.
*Bennett, Raymond	S	Wilmington, Del.
Benson, Roy Victor	P	Rochester, N. Y.
Beroth, Neal Preston	P	Hartford, Conn.
Beukema, Jack Phillips	P	Grand Rapids, Mich.
Bowman, Robert Rolland	B	Niagara Falls, N. Y.
Bronson, Elliott Pettibone	C	Winchester Center, Conn.
Brown, Edward Vincent	P	Butler, N. J.
Bullock, James Edwin	P	Wolcott, N. Y.
Burr, John Harold, Jr.	P	Springfield, Mass.
Civiletto, Frank Jerry	P	Cleveland, O.
*Clark, Marshall Rowland	S	Bennington, Vt.
Coffin, Harwood Cooper	P	Ft. Thomas, Ky.
*Cotton, Reginald Ernest	P	White Plains, N. Y.
Courtney, Walter Allen	P	Maynard, Mass.
Cranton, Herbert Samuel	P	Brockton, Mass.
Crooks, William James	P	Newark, N. J.
Davis, Harry Hudson, Jr.	P	Morristown, N. J.
Decker, Morris Cleveland	P	LeRoy, N. Y.
Dillenbeck, Ben Stephen	P	Dansville, N. Y.
*Dolbey, Wilmer Biles	P	East Downingtown, Pa.
Drew, Truman Winthrop	P	Patten, Me.
Emmons, C. Arthur, Jr.	P	Perth Amboy, N. J.

Engleman, Harry August	P	Rockaway, N. J.
Fallon, Thomas James	P	Rye, N. Y.
*Feeley, Charles Anthony	P	Rye, N. Y.
Fisher, Harold Frederick	P	Augusta, Me.
Ford, James Carroll	S	Washington, N. J.
*Forssman, Hugo Arthur	P	Newport, R. I.
*Frazier, Robert Hicks	P	Springfield, Mass.
Fuhr, Percy John	P	Port Chester, N. Y.
Furch, Frank Joseph, Jr.	P	Princeton, N. J.
Gemme, Arthur Lewis	P	Westfield, Mass.
Getchell, Willis Herbert	P	Dover, N. H.
Gibson, Thomas Allan	B	Rochester, N. Y.
Goddard, Henry	P	Nashua, N. H.
Gray, Ralph Almon	P	Essex, Mass.
Graziani, Guido	P	Rome, Italy
Heald, Maurice Elmer	S	Newport, N. H.
*Henderson, Harold David	B	Newark, N. J.
Herron, Carl Vinton	P	Grand Rapids, Mich.
*Hildreth, Ellison Story	S	Holyoke, Mass.
Horan, Henry Herbert	S	East Orange, N. J.
*Huff, Clarence George	P	Succasunna, N. J.
Kennedy, Harlan Sutherland	P	Madison, N. J.
Kilpatrick, Thomas	P	Boylston Center, Mass.
LaFleur, Alexander	S	North Anson, Me.
*Lakeman, Earl Loring	P	Bridgeport, Conn.
Lane, Russell Montgomery	C	Riverhead, N. Y.
Langer, Herman Hyperion	P	New Haven, Conn.
Lash, Dale William	P	Oil City, Pa.
Law, Joseph Samuel	P	Manchester, N. H.
LeBrun, John Joseph	S	Brooklyn, N. Y.
Lundgren, John Alfred	C	Higganum, Conn.
MacArthur, Charles Archibald	P	Pittsfield, Mass.
Magee, Douglass George	S	Toronto, Ont.
Manherz, Jesse Omer Price	P	Waynesboro, Pa.
Maynard, Floyd Miles	S	Millers Falls, Mass.
*Mazeski, Edward James	P	Hadley, Mass.
McCann, Edward Francis	P	Springfield, Mass.
McClumpha, Francis Roy	P	Amsterdam, N. Y.
Merriman, John Spence, Jr.	P	Holyoke, Mass.
Mertens, Robert	P	New York City
*Metcalf, Robert Kelly	P	Burford, Ont.
Miller, Lawrence Arden	P	Pittsfield, Mass.
Miller, Winfred Augustus	B	Mexico, N. Y.
Mitchell, William Henry, Jr.	S	Princeton, N. J.
Montgomery, David Kerr	P	Worcester, Mass.
Mooney, Bernard Francis	P	Worcester, Mass.
More, Arthur Louis	P	Holyoke, Mass.

Morin, Louis Peter	P	Fitchburg, Mass.
Mountain, Harold A.	S	Hamilton, Ont.
*Mowry, Court McKinley	P	Mexico, N. Y.
*Mullan, James Kenneth	P	Baltimore, Md.
*Murphy, John Joseph	P	Haverhill, Mass.
*Nash, Archibald Cecil	P	Cambridge, Mass.
*Nelson, Arthur Ferdinand	S	Ashtabula, O.
*Newton, Claire Cassius	P	Denmark, N. Y.
Nicholls, Cecil Philip Livingstone	S	Newfane, N. Y.
Norrfeldt, Eric Gustaf	P	New Britain, Conn.
Nossek, Harry Joseph	P	New London, Conn.
*O'Brien, Stewart Edgar	P	Gloversville, N. Y.
Olsen, Olaf Hoir	P	South Bend, Ind.
Pasho, Ralph Stanley	P	Syracuse, N. Y.
Patterson, Lynn Dewart	P	Rochester, N. Y.
Pitts, Philip Samuel	S	Plattsburg, N. Y.
Porter, Earle Raymond	P	Cumberland Center, Me.
Pryor, Thomas Rexford	P	Schoharie, N. Y.
Pucillo, Joseph	S	Newark, N. J.
Rasch, John	P	Middletown, Conn.
Read, Forrest Goodell	P	Springfield, Mass.
Rector, Marshall Alfred	P	Grand Rapids, Mich.
Richards, Harold George	B	Bremerton, Wash.
Risedorph, Allen Edward	P	Grand Rapids, Mich.
Robbins, Francis Allen	P	Chelsea, Mass.
Root, Joseph Henry	P	Kinsman, O.
St. Francis, Napoleon, Jr.	P	Chicopee Falls, Mass.
Savelle, Maxwell Hicks	B	Springfield, Mass.
Schafer, Louis Herman	P	Batavia, N. Y.
Seaman, Harry Raymond	S	Brockton, Mass.
Seeders, Edwin Rowland	B	Hobbs, Md.
Simmons, Frank Maitland	P	Richford, Vt.
Simmons, Richard Boyan	P	Brockton, Mass.
Sousa, Ernesto Martins de	S	Lisbon, Portugal
Stacy, Leland Lorenzo	B	Wellesley, Mass.
Staudenmayer, Frederick	P	Utica, N. Y.
Stevens, William Gordon	C	Winnipeg, Man.
Stone, Robert	P	Schenectady, N. Y.
Stout, Ralph Albert	P	Reading, Pa.
Stred, Arthur	P	Skowhegan, Me.
Suvoong, Thomas Hou-sing	P	Shanghai, China
Sweet, Harold Austin	P	Falconer, N. Y.
*Unangst, Robert Aaron	S	Hingham, Mass.
Walker, Herbert	P	Providence, R. I.
Walsh, Aquila Lee	P	Springfield, Mass.
Welcome, Burton Ashland	S	Manchester, N. H.

Werme, Ernest Reinhold	P	Worcester, Mass.
*Woolslayer, William David	P	Chester, Mass.
Zimmerman, George Elwood	P	Big Pool, Md.

One Hundred Twenty-nine Freshmen.

Preparatory Class (1924)

Amann, Lawrence Carl	P	Rochester, N. Y.
*Bernert, George	P	Baltimore, Md.
Brown, John Allen	P	Baltimore, Md.
Danielson, Andrew John	P	New Britain, Conn.
Elbel, Clarence A.	P	South Bend, Ind.
*Gold, Nathan	P	Bennington, Vt.
Grinwis, Tyce	B	Passaic, N. J.
*Hatheway, Frank Wilson	P	Worcester, Mass.
*Hewitt, William Herbert	P	Norwood, Mass.
Hoaglund, Conrad Hilding	B	New Britain, Conn.
Hoyer, Henry John	P	Brooklyn, N. Y.
Jennings, John Ralph	S	Washington, Pa.
Johnson, Harry Charles	P	Dayton, O.
*Johnson, John Andrew	B	Quincy, Mass.
Kaiser, Armin Jacob	S	Evansville, Ind.
Lona, Francisco	P	Mexico City, Mexico
MaLette, Harry Lathaniel	P	Indianapolis, Ind.
Munson, Harry Leonard	P	Jamestown, N. Y.
Rodriguez, Tomas Benjamin	S	San Antonio, Tex.
Roenigk, Raymond John	P	Butler, Pa.
*Snyder, William McKinley	P	LaCrosse, Wis.
Staley, Leo Gordon	P	Johnstown, N. Y.
Stone, Charles Sumner	S	St. Louis, Mo.
Talbot, Waverley Hay	P	Ottawa, Ont.
Young, John Gilmore	B	Brooklyn, N. Y.

Twenty-five Preparatory.

Summary 1919-1920

	Secretarial	County	Boys	Physical
Graduate,				3
Seniors,	9	4	4	32
Juniors,	4	2	2	29
Sophomores,	11	7	4	68
Freshmen,	21	4	9	95
Preparatory,	4		4	17
	49	17	23	244
Total,				333

States Represented

Alabama,	1	New Hampshire,	11
California,	2	New Jersey,	30
Connecticut,	27	New York,	76
Delaware,	1	North Dakota,	1
District of Columbia,	5	Ohio,	13
Idaho,	1	Oregon,	3
Indiana,	9	Pennsylvania,	17
Kentucky,	1	Rhode Island,	7
Maine,	12	Texas,	2
Maryland,	5	Vermont,	4
Massachusetts,	70	Virginia,	1
Michigan,	4	Washington,	1
Missouri,	1	Wisconsin,	2
Nebraska,	1		

Countries Represented

Australia,	1	Portugal,	1
Canada,	11	Switzerland,	1
China,	5	Italy,	1
Mexico,	1	Uruguay,	1
Philippine Islands,	3		

S Secretarial.
P Physical Education.
C County Work.
B Boys Work.
* Partial Course.

Students 1920-1921

Senior Class (1921)

Alden, Reginald John	P	Springfield, Mass.
Arms, Harlan Sherman	P	Conway, Mass.
Barclay, George Davis	P	Manchester, N. H.
Begg, Roy Heron	P	Hamilton, Ont.
*Cammack, Robert Walter	P	Whittier, Cal.
Conklin, Robert Josiah	S	Montclair, N. J.
Cowell, Charles Clarence	P	Cleveland, O.
Crawford, Arthur Richard	P	New Rochelle, N. Y.
Custer, Irvin Dallas	P	Portland, Ore.
Dickson, Henry Lawrence	P	Jamestown, N. Y.
Dome, Arthur Edmond	P	New Albany, Ind.
Edwards, Charles Harry	P	Waterbury, Conn.
Elwell, Oscar Lucius	C	Bennington, Vt.
Fahl, Rudolph	P	Middletown, Conn.
Fink, Arnold Frederick	P	Schenectady, N. Y.
Fulton, Howard Bosworth	S	Colton, N. Y.
Goddard, Henry	P	Nashua, N. H.
Hartshorn, Victor Hughes	P	Washington, D. C.
Haynes, William Henry	B	Brookline, Mass.
Hobart, George Clarmore	P	Morton, N. Y.
Jones, Alfred William	S	North Attleboro, Mass.
Ladd, Everett William	P	Willimantic, Conn.
Magee, Douglas George	S	Toronto, Ont.
Mathewson, Fay Stewart	P	Providence, R. I.
McMichael, Harry Thomas	B	Bellevue, O.
Montague, Kirk Godbey	P	Portland, Ore.
Munson, Samuel Kenneth	S	Ellenville, N. Y.
Noren, Arthur Theodore	P	Bridgeport, Conn.
O'Donnell, Edmund William	P	South Bend, Ind.
Peabody, Allen Stone	P	Haverhill, Mass.
Peters, Raymond William	P	Pittsburgh, Pa.
Piper, Willis Dexter	P	Springfield, Mass.
Redshaw, Albert Chester	B	New Brunswick, N. J.
Rizzolo, Attilio Mario	S	Newark, N. J.
Scott, Ross Clark, Jr.	P	Adams, N. Y.
Suva, Geronimo	P	Nueva Ecija, P. I.
Tarbell, Luther Allen	P	DeWitt, N. Y.
Twombly, Edwin Parke	P	Groveland, Mass.
Walmer, Harold Soulliard	P	Myerstown, Pa.

Watson, Louis Lee, Jr.	P	Washington, D. C.
Williams, Elton Lorimer	P	Chelsea, Mass.
Zeigler, Edwin Harold	P	Elizabethville, Pa.

Forty-two Seniors.

Junior Class (1922)

Abbate, Dante Joseph	P	Torrington, Conn.
Adam, Albert Conrad	P	Hanover, Germany
Bedell, Harry Perlee	P	White Plains, N. Y.
Bennett, Donald Graham	P	Worcester, Mass.
Bradley, Edward Russell	P	Atlantic City, N. J.
Brandt, Henry Arnold	P	Geneva, Switzerland
Burns, Henry Leroy	P	West Haven, Conn.
Chase, William Bartlett	S	New Bedford, Mass.
Chattin, Joseph Glidden	P	Mountainside, N. J.
Christian, Wayne	P	Reading, Pa.
Clegg, Arthur Andrew	P	Mount Vernon, N. Y.
*Coyer, Hubert Edward	P	North Tonawanda, N. Y.
Davis, Clarence William	P	Hartford, Conn.
Davis, Frank Shepherd	S	Palo Alto, Calif.
Delano, Chester Kenneth	P	Plymouth, Mass.
Denny, Giles Maurice	P	Mexico, N. Y.
Diemer, William Sorber	P	Pottstown, Pa.
Downs, Myron Herbert	C	South Jamesport, N. Y.
Eastwood, Floyd Reed	P	Rochester, N. Y.
Ellinwood, James Vincent	P	Goldsboro, N. C.
Fitch, Cyril Edward	C	Riverhead, N. Y.
Ford, Judson	P	Ridgewood, N. J.
Gemme, Arthur Lewis	P	Westfield, Mass.
Graves, Charles Weaver	P	New London, Conn.
Haughey, James Patrick	P	Vineland, N. J.
Heck, Esbon Elton	B	Holyoke, Mass.
Hodges, George Connor	P	Springfield, Mass.
Hoercher, Frank Raymond	P	Rochester, N. Y.
Hosley, David Grant	P	North Adams, Mass.
Hurst, James Bowden	P	Norristown, Pa.
Husbands, LeRoy Clinton	P	Elizabeth, N. J.
Huston, Leon Leroy	P	Lisbon Falls, Me.
Kimball, Harold Lincoln	C	Waltham, Mass.
King, Victor Emmanuel	P	Dover, N. H.
Leguen, Frank	P	Pontivy, France
Leonard, Albert Shepard	P	Melrose, Mass.
Long, John Franklin	S	Jeannette, Pa.
Macomber, Roland Bryant	P	Wilton, Me.
McCarraher, John Dewey	P	Phoenixville, Pa.

McCaskie, Kenneth Louis	P	East Orange, N. J.
Merwin, John Demarest	C	Southold, N. Y.
Moore, Edmund Halsey, Jr.	P	East Orange, N. J.
Morrison, Daniel Kenneth	C	Newport, R. I.
Offer, Alfred Benjamin	B	Coeur d'Alene, Idaho
Osborne, William Terry	P	Port Jefferson, N. Y.
Parker, Richard Wilbur	S	North Attleboro, Mass.
Paul, Charles Albert	P	Rochester, N. Y.
Porter, John Bunyan	S	Franklin, Va.
Pucillo, John	P	Newark, N. J.
Quaas, Harry Loring	P	East Orange, N. J.
Rockhill, Lawrence Hunter	P	Lebanon, O.
Romeo, Frank	P	Hammonton, N. J.
Schaefer, Arthur Frederick	P	Cleveland, O.
Simon, Carl Frank	P	Manchester, N. H.
Starr, John Howard	P	New Haven, Conn.
Steinhilber, John William	P	Carthage, N. Y.
Stevens, Charles Everett	P	Walden, N. Y.
Taraldsen, Earl Norman	P	New York City
Thompson, Herbert Arthur	P	Rochester, N. Y.
Thurmond, Felix Crofton	C	Houston, Tex.
Traver, Ralph L.	P	Rhinebeck, N. Y.
Twist, LoRee Beecher	B	Morristown, N. J.
Valdez, Antonio	P	Yquitos, Peru
Ward, Edwin Henry	P	Norwood, Mass.
Watters, Leonard Alvyn	P	South Bend, Ind.
Weaver, Chester Laurence	B	Washington, D. C.
Wells, Marcus Belden	C	White Plains, N. Y.
Whitney, Robert Earl	P	Syracuse, N. Y.
*Wright, Charles Clayton	P	West Haven, Conn.

Sixty-nine Juniors.

Sophomore Class (1923)

Abercrombie, Edward Francis	P	Bridgeport, Conn.
Ablan, Pedro	P	Laoag, Ilocos Norte, P. I.
Adams, Harold Gillet	P	Newton Centre, Mass.
Adams, Oliver Justin	P	Chelsea, Mass.
Anderson, Harry Wright	P	Auburn, Neb.
Aquino, Serafin	P	San Miguel, Bulacan, P. I.
Atchison, Robert Cecil	P	Kinsman, O.
Aylsworth, George Hiram	P	Rochester, N. Y.
Bahn, Jesse Richard	S	Binghamton, N. Y.
Bass, Kendall Dailey	B	Springfield, Mass.
Bauer, Fred Louis	P	Auburn, Ind.
Beroth, Neal Preston	P	Hartford, Conn.

Beukema, Jack Phillips	P	Grand Rapids, Mich.
Bowman, Robert Rolland	B	Niagara Falls, N. Y.
Bronson, Elliott Pettibone	C	Winchester Center, Conn.
Bryant, Carroll Lee	P	Manchester, N. H.
Bullock, James Edwin	P	Rochester, N. Y.
Burr, John Harold, Jr.	P	Springfield, Mass.
Civiletto, Frank Jerry	P	Cleveland, O.
Coffin, Harwood Cooper	P	Ft. Thomas, Ky.
Cotton, Reginald Ernest	B	White Plains, N. Y.
Courtney, Walter Allen	P	Maynard, Mass.
Cranton, Herbert Samuel	P	Brockton, Mass.
Crooks, William James	P	Newark, N. J.
Davis, Harry Hudson, Jr.	P	Morristown, N. J.
Decker, Morris Cleveland	P	LeRoy, N. Y.
Dillenbeck, Ben Stephen	P	Dansville, N. Y.
Drew, Truman Winthrop	P	Patten, Me.
Emmons, C. Arthur, Jr.	P	Perth Amboy, N. J.
Engleman, Harry August	B	Rockaway, N. J.
Fisher, Harold Frederick	P	Augusta, Me.
Ford, James Carroll	S	Washington, N. J.
Fuhr, Percy John	P	Port Chester, N. Y.
Furch, Frank Joseph, Jr.	P	Princeton, N. J.
Gibson, Thomas Allan	B	Rochester, N. Y.
Gramley, John Cornelius	P	Monongahela, Pa.
Graziani, Guido	P	Rome, Italy
Heald, Maurice Elmer	S	Newport, N. H.
Herron, Carl Vinton	P	Grand Rapids, Mich.
Hoh, Gunsun	P	Shanghai, China
Kaiser, Armin Jacob	C	Evansville, Ind.
*Kennedy, Harlan Sutherland	P	Madison, N. J.
Lane, Russell Montgomery	C	Riverhead, N. Y.
Lash, Dale William	P	Oil City, Pa.
Law, Joseph Samuel	P	Manchester, N. H.
LeBrun, John Joseph	S	Brooklyn, N. Y.
MacArthur, Charles Archibald	P	Pittsfield, Mass.
MaLette, Harry Lathaniel	P	Indianapolis, Ind.
Manherz, Jesse Omer Price	P	Waynesboro, Pa.
Maynard, Floyd Miles	C	Millers Falls, Mass.
McCann, Edward Francis	P	Springfield, Mass.
McClumpha, Francis Roy	P	Amsterdam, N. Y.
Merriman, John Spence, Jr.	P	Holyoke, Mass.
Mertens, Robert	P	Bridgeport, Conn.
Miller, Lawrence Arden	P	Pittsfield, Mass.
Miller, Norman J.	P	Springfield, Mass.
Miller, Winfred Augustus	P	Mexico, N. Y.
Mitchell, William Henry	S	Princeton, N. J.
Mooney, Bernard Francis	P	Worcester, Mass.

Moore, Clifton Robert	P	Taunton, Mass.
More, Arthur Louis	P	Holyoke, Mass.
Mountain, Harold A.	B	Hamilton, Ont.
Nicholls, Cecil Philip Livingstone	P	Newfane, N. Y.
Norrfeldt, Eric Gustaf	P	New Britain, Conn.
Nossek, Harry Joseph	P	New London, Conn.
Olsen, Olaf Hoir	P	South Bend, Ind.
Pasho, Ralph Stanley	P	Syracuse, N. Y.
Pitts, Philip Samuel	S	Plattsburg, N. Y.
Pucillo, Joseph	S	Newark, N. J.
Read, Forrest Goodell	P	Springfield, Mass.
Rector, Marshall Alfred	P	Grand Rapids, Mich.
Risedorph, Allen Edward	P	Grand Rapids, Mich.
Robbins, Francis Allen	P	Chelsea, Mass.
Root, Joseph Henry	P	Kinsman, O.
St. Francis, Napoleon, Jr.	P	Chicopee Falls, Mass.
Savelle, Maxwell Hicks	B	Springfield, Mass.
Seeders, Edwin Rowland	B	Hobbs, Md.
Simmons, Frank Maitland	P	Richford, Vt.
Stacy, Leland Lorenzo	B	Wellesley, Mass.
Staudenmayer, Frederick	P	Utica, N. Y.
Stearns, William Lowell	P	New London, Conn.
Stevens, William Gordon	C	Winnipeg, Man.
Stevenson, Walter Trent	P	Huntington, W. Va.
Stone, Robert	P	Schenectady, N. Y.
Stout, Ralph Albert	P	Reading, Pa.
Suvoong, Thomas Hou-sing	P	Shanghai, China
Towl, Forrest Milton, Jr.	S	Brooklyn, N. Y.
Walker, Herbert	P	Providence, R. I.
Walsh, Aquila Lee	P	Springfield, Mass.
Zimmerman, George Elwood	P	Big Pool, Md.

Ninety Sophomores

Freshman Class (1924)

Allen, Arthur Albert	P	Springfield, Mass.
Allen, Frederick William	P	New York City
Amann, Lawrence Carl	P	Rochester, N. Y.
Ashbrook, Willard Pettitt	P	Richmond, Va.
Barkman, Leon Barret, Jr.	S	Hackensack, N. J.
Barrett, William McDermond	P	Downingtown, Pa.
Barron, Hugh Chapman	P	Pittsfield, Mass.
Bearse, Vernon Burlingame	P	Hyannis, Mass.
Beebe, Prince Henry	P	Cuba, N. Y.
Beukema, Christian	P	Grand Rapids, Mich.
Beukema, John Henry	P	Grand Rapids, Mich.

Borst, Glenn Carl	P	Syracuse, N. Y.
Bragaw, Elias Townsend	P	New London, Conn.
Byers, Carleton Cranston	P	West Haven, Conn.
Cannon, Minous	P	Perth Amboy, N. J.
Chiapella, Emilio	P	Montevideo, Uruguay
Clevenger, Leander Stanley	C	Haddonfield, N. J.
Clough, George Kenneth	B	Springfield, Mass.
Danielson, Andrew John	P	New Britain, Conn.
Davis, Frederick	P	Chelsea, Mass.
Davison, William Thomas	P	Albany, N. Y.
Deming, Walter Ennis	P	Farmington, Conn.
Dobson, Thomas William	P	Putnam, Conn.
Duncan, Millard Stanley	S	Millbrook, N. Y.
Elbel, Clarence A.	P	South Bend, Ind.
Eldridge, Richard Bullen	S	Brockton, Mass.
Evans, Herbert Emlyn	C	New York City
Everts, Lester Grant	P	Gardiner, N. Y.
Finley, Otis Ezekiel	P	Akron, O.
Forbes, George Robert	P	Fitchburg, Mass.
Galvin, John Henry	S	Ludlow, Vt.
Gehrke, William Charles	P	Springfield, Mass.
*Glavin, Frederick Lester	P	Wenham, Mass.
Grassi, Agosto Hugo	P	Canelones, Las Piedras, Uru.
*Grinwis, Tyce	B	Passaic, N. J.
Guyer, Henry Hall	P	Asbury Park, N. J.
Hall, Newell Pike	P	Wendell, Mass.
Hamm, William Albert	P	Bridgeport, Conn.
Hanson, Raymond Willis	P	Washington, D. C.
Hart, Theodore Charles	P	Fredonia, N. Y.
Hinton, Allan Erwin	P	Cleveland, O.
Hoaglund, Conrad Hilding	B	New Britain, Conn.
*Hoyer, Henry John	P	Brooklyn, N. Y.
Johnson, Harry Charles	P	Dayton, O.
Johnson, LeVere Henry	P	Batavia, N. Y.
Kent, Willis Haines	B	Coatesville, Pa.
*King, James Harold	P	Haverstraw, N. Y.
Lang, John Gilbert	P	St. Thomas, Ont.
Lindsay, William Thomas	P	Quincy, Mass.
Lorenz, Alfred Lloyd	P	Wood Ridge, N. J.
Loveland, Norman Stone	B	Bristol, Conn.
Lutfig, Paul	S	Mersine, Cilicia
Lyman, Edward Winslow	P	Pittsfield, Mass.
Marland, William Edwin	P	Fitchburg, Mass.
Mazeski, Edward James	P	Hadley, Mass.
McCollam, Robert Martin	S	Springfield, Mass.
McCourt, George	P	Brooklyn, N. Y.
McCutcheon, James Duff	P	Newark, N. J.

McQuillin, Edward John	P	Englewood, N. J.
Munson, Harry Leonard	P	Jamestown, N. Y.
Murphy, Maynard Scott	P	Rochester, N. Y.
Noble, Walker	P	Augusta, Me.
Oosting, Raymond	P	Grand Rapids, Mich.
Pereyra, Julio	P	Montevideo, Uruguay
Rasch, John	P	Middletown, Conn.
Reid, David Hector	P	Hamilton, Ont.
Rendall, James Arthur	P	Burnaby, B. C.
Rodriguez, Tomas Benjamin	S	Mexico City, Mexico
Roenigk, Raymond John	B	Butler, Pa.
Russell, Harold Windlow	S	Kane, Pa.
Scouten, George Frederick	B	Brooklyn, N. Y.
Smith, Willard Nathaniel	P	South Hamilton, Mass.
Splete, Howard Henry	P	Cleveland, O.
Staley, Leo Gordon	P	Johnstown, N. Y.
Stevens, George Foote	S	Jersey City, N. J.
Stone, Charles Sumner	B	St. Louis, Mo.
Takeuchi, Denchi	C	Hanapepe, Kauai, Hawaii
Talbot, Waverley Hay	P	Ottawa, Ont.
Torrens, Robert Gassin	B	East Bloomfield, N. Y.
Tousley, Charles Vernon	P	Burlington, Vt.
Tyler, Ernest James	P	Cleveland, O.
Vaughan, Homer Keith	P	Williamson, W. Va.
Vincent, Harry Leland	S	New Hartford, N. Y.
Wall, Fred Taylor	P	Birmingham, Mich.
Watters, Warren William	P	South Bend, Ind.
Wells, Linn Scott	P	Wilton, Me.
Westrup, Franklin Oliverio	P	Monterrey, Nuevo León, Mex.
Wood, Chester Byron	S	Leominster, Mass.
*Wood, Frederick Harold Victor	S	Ashtead, Surrey, England
Young, John Gilmore	B	Brooklyn, N. Y.
*Young, Sherley Parnell	C	Bar Harbor, Me.

Ninety-one Freshmen.

Preparatory Class (1925)

Aldrich, Theodore Dewey P.	B	Troy, N. Y.
Avey, Joseph Milton	P	Covington, Ky.
Buchholtz, Fred Hobron	S	New York City
*Clark, Curtis Whitney	S	West Haven, Conn.
Claxton, Philip Harmon	P	Philadelphia, Pa.
*Coyne, Norman Seirbel	P	Lebanon, O.
Demarest, John Howard	P	New Britain, Conn.
Drennan, John Francis	P	Springfield, Mass.
Faulkner, Edwin	P	Rochester, N. Y.

Granger, Walter Alley	P	Lynn, Mass.
Gresens, Arthur Ott C.	P	Rochester, N. Y.
Hamilton, Ray Brodie	P	Los Angeles, Calif.
MacDonald, William Ross, Jr.	P	Dorchester, Mass.
Minott, Philip Henry	P	Springfield, Mass.
Nooney, Arthur James	P	Springfield, Mass.
Novarine, Ray Leon	B	Brooklyn, N. Y.
Pecoraro, Louis Aloyicious	P	Brooklyn, N. Y.
Pfaender, Henry Oscar	P	Portland, Ore.
Phillips, Harry	B	Passaic, N. J.
Sexton, Richard Anson	B	Newark, N. J.
Snyder, William McKinley	P	La Crosse, Wis.
Symonds, Willis Gayton	B	Beverly, Mass.
Wheeler, George Daniel	B	Pittsburgh, Pa.
Whipple, Orville Calvin	B	Spokane, Wash.
White, Francis Lewis	P	Bradford, Mass.

Twenty-five Preparatory.

Summary 1920-1921

	Secretarial	County	Boys	Physical
Seniors,	6	1	3	32
Juniors,	5	7	4	53
Sophomores,	8	5	9	68
Freshmen,	12	4	9	66
Preparatory,	2		7	16
	33	17	32	235

Total, 317

States Represented

California,	3	New Jersey,	34
Connecticut,	28	New York,	71
District of Columbia,	4	North Carolina,	1
Idaho,	1	Ohio,	13
Indiana,	9	Oregon,	3
Kentucky,	2	Pennsylvania,	18
Maine,	7	Rhode Island,	3
Maryland,	2	Texas,	1
Massachusetts,	64	Vermont,	4
Michigan,	8	Virginia,	2
Missouri,	1	Washington,	1
Nebraska,	1	West Virginia,	2
New Hampshire,	7	Wisconsin,	1

Countries Represented

Canada,	8	Italy,	1
China,	2	Mexico,	2
Cilicia,	1	Peru,	1
England,	1	Philippine Islands,	3
France,	1	Switzerland,	1
Germany,	1	Uruguay,	3
Hawaii,	1		

S Secretarial.
C County Work.
B Boys Work.
P Physical Education.
* Partial Course.

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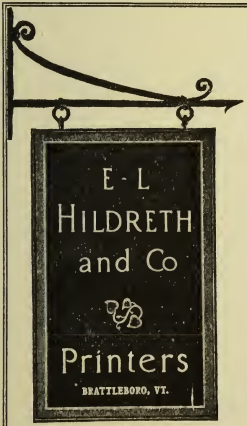

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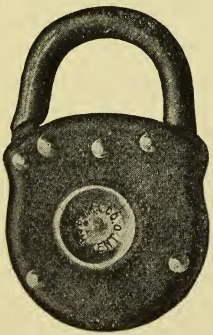

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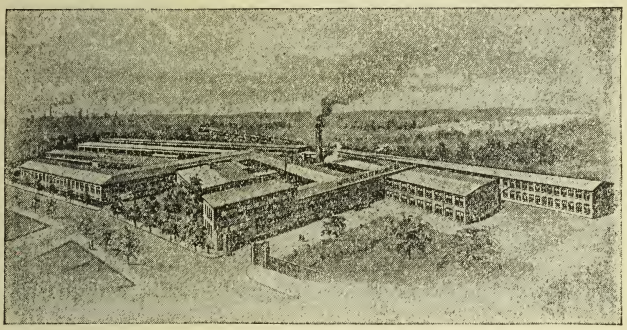

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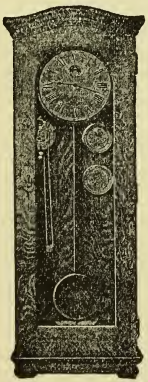

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